Prince Edward Island
CANADA

Department of Education

Preparation and Expectations: a Survey of Island Grade 12 Students - 2001 Report No. 4

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Corporate Planning Division
Charlottetown, Prince Edward Island

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Acknowledgements

Preparation and Expectation High School Survey 2001, Report No. 4, is a statistical description of the survey results compiled of Grade 12 Prince Edward Island high school students in May 2001. The survey instrument examined course selections, the future education plans of the Grade 12 students, their attitudes and expectations about career choices and participation in the labour force.

It is intended that the findings from the study, as presented in the report, will assist educators and administrators in future planning.

I wish to thank principals, teachers, guidance counsellors and students who participated in this project. Without their cooperation, this report would not have been possible.

Special thanks are expressed to Chris MacKinnon, a UPEI Business Intern student, who helped verify and analyze the data, and then completed the draft report during his internship term: January to April 2002.

A thank you is expressed to Shawn Alexander, Web Site Administrator for the Department of Education for the design of the Web-based data entry module. A thank you is also expressed to Rebecca Duffy who entered the data while on a summer work project placement at the Department of Education.

Layout for the final document was completed by Strategic Marketing and Design, Provincial Treasury.

We continue to use questions from the *Encouraging Island Grads to Return/Remain Home 1998: Report #1* so that we may compare the information shared by students four years ago. We feel that this will be invaluable information as we attempt to understand the long-term desires and aspirations of our PEI high school graduates.

Respectfully submitted,

Ron Smith, Project Leader
Corporate Planning Division
Department of Education

Executive Summary

Background
In April 2001, for the fourth consecutive year, a survey was conducted among 1307 Prince Edward Island Grade 12 students.

As a project originating from the Executive Council and led by the Department of Education, the survey is intended:

- **to continue the tracking of PEI undergraduates, and**
- **to help decision makers be more responsive to the needs of high school students in preparation for transition from secondary education to either post-secondary education or the world of work.**

The survey instrument is divided into seven sections: Personal Information, Background Information, High School Course Selection, Personal Expectations After High School, Occupational Plans or Further Study Plans, High School Guidance Services, and Influences on Course Selection and Career Planning. The survey instrument is shown in Appendix A. There are two versions of the questionnaire, one designed for Anglophone students and the other for Francophone students.

The major goal of the research is to provide data to be used by the Department of Education in making recommendations concerning the educational system.

Of the 1733 Grade 12 students who graduated on Prince Edward Island in June 2001, a total of 1307 participated in the survey. This yields a participation rate of 75.4 percent, which is considered to be high. At 53.3 percent (697) the larger proportion of the respondents were female, the remaining 46.1 percent (573) of the respondents were male.

Family Composition and Residence
Of the students surveyed, 75.2 percent (979) indicated that they reside with both parents or guardians; 18.8 percent (245) live with their mother or female guardian; 3.8 percent (50) live with their father or male guardian. The students are mainly long term residents as 88.3 percent (1144) of the respondents have resided on PEI for more than 10 years.

Anglophone Course Selection
Enrolment in academic English courses remain high because they are required courses in all PEI high schools. However, there are more students enrolling in academic English for the year rather than advanced or general English compared to the previous years. Academic mathematics, a required course, has very high enrolment and continues to grow while the enrolment numbers for general mathematics are declining. It appears more students are choosing the academic route with increases for most of the science courses at this level. In return, there are fewer students enrolling in the advanced and general categories. There is a decline in numbers for quite a few career exploration courses when compared to the preceding years.

New Course Interests
In this year's survey students were also asked: "What course would you like to see offered at your high school that is not presently offered?" Of the suggestions made by students, the most popular choices were, psychology, cosmetology and photography.

Influencing Factors
The factors which appear to have the most influence on high school course selection are *personal interest* which was mentioned by 76.4 percent of the students surveyed, *ability* mentioned by 49.5 percent, *choice of career* mentioned by 35.2 percent, *marks* mentioned by 33.4 percent, and *friends* mentioned by 32.4 percent (Appendix B, Table 23).

The most common factors influencing a student's choice of a job or career are very similar to those influencing course selections. The results are *personal interest* at 79.3 percent, *ability* at 60.7 percent, *marks* at 27.6 percent, and *friends* at 22.5 percent. Other influencing factors are presented in Appendix B, Table 24.

Future Plans and Expectations
After high school, 75.4 percent of the respondents plan to continue their education. The most popular programs of choice at universities are Arts and Science, Commerce and Administration and Health Professions. The most popular programs of choice at community colleges and private training schools are Business Administration, Computer Engineering, and Tourism and Travel Management.

After completing their chosen programs or degrees, 23.1 percent of the students plan to get a job on PEI, while 20.0 percent plan to get a job elsewhere. Another 24.3 percent of the respondents plan to continue their studies and 27.5 percent are unsure. When asked if they plan to stay on PEI on a permanent basis upon completing their education or training, 19.5 percent said yes, 32.5 percent said no and the remaining 47.9 percent said they were unsure. The uncertainty on the student's part to live on PEI permanently may stem from the expectancy of available work in their chosen field.

Many of the students were hesitant when asked: "Do you expect to find work in your chosen occupation on PEI?" as 41.1 percent responded yes, 19.7 percent said no, and 39.1 percent were unsure. When asked about starting their own business, 36.2 percent said they had considered it. The majority of respondents (61.2 percent) plan to work in the paid labour force for more than 20 years, while a modest 0.8 percent plan to be working as a full-time homemaker five years after high school graduation.

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Background and Methodology

It is important to state at the outset that this study is exploratory research rather than an evaluation of Island schools or communities.

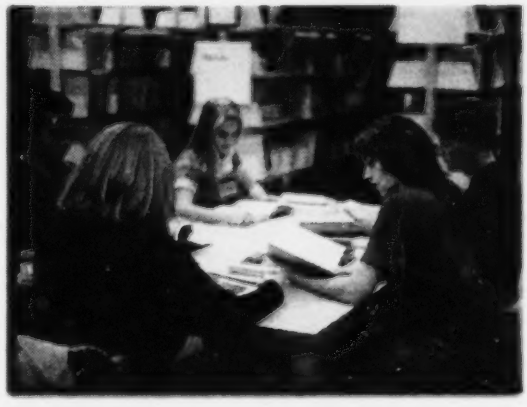
The basis of the current questionnaire originated from the survey instrument in ***Encouraging Island Graduates to Return/Remain Home 1998***. The original questionnaire was designed in 1997 by the project leader Debbie Pineau, Special Projects Consultant, Department of Education, Policy and Planning: Higher Education and Training; with the assistance of Karen White, UPEI graduate; and Carol Mayne, Director of Policy and Planning Division of the Department of Development and Technology.

This report was prepared by Chris MacKinnon, UPEI Business Intern, (January to April 2002), and is a continuation of the tracking of Island graduates which was initiated in the spring of 1998. As the purpose of the survey is to determine the future plans of Island Grade 12 graduates, this program will continue to maintain contact with a sample of the students in a number of follow-up surveys. These follow-up surveys allow for comparisons with previous years' graduates on the Island and in other provinces.

Of the 1733 Grade 12 students who graduated on Prince Edward Island in June 2001, a total of 1307 participated in the survey in April 2001. Of these, 1286 survey participants were Anglophones, while the remaining 21 students attended schools of the French Language School Board. Reasons for non-participation of students include Grade 12 students who graduated after the first semester and therefore did not attend the second semester when the survey took place; absence due to illness, class outings, trips or other reasons; and the unwillingness of some students to take part in the survey.

The administration of the survey in each school depended on the preference of the school principal. In most schools, the questionnaires were presented to the teachers who then administered them to the students during class time. All surveys were sent in confidence directly to Corporate Planning Division, Department of Education through inter-office mail system, the regular mail, or they were picked up at the school by the project leader. Each questionnaire was coded with an Identification number to facilitate data entry and checking. The questionnaires were then entered into a database using a web based data entry module. The data was analyzed using the *SPSS* analysis program on the computer facilities of the PEI government

The following section of the report provides an analysis of the survey results. Appendix A contains a sample of the questionnaires and Appendix B shows the tabular presentation of answers for all applicable questions of the survey instrument. Appendix C contains the details of student course selection for grades 10, 11 and 12.

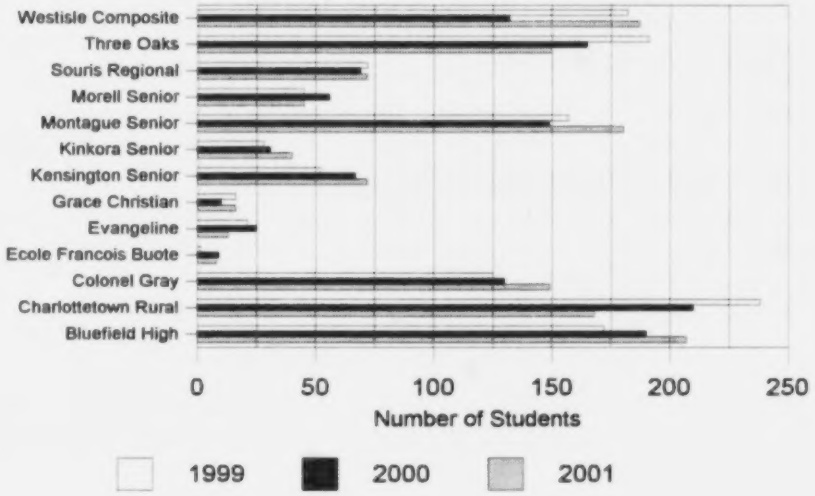


PEI Grade 12 High School Students

Of the 1733 Grade 12 students who graduated on Prince Edward Island in June 2001[1], a total of 1307 participated in this year's survey. This yields a participation rate of 75.4 percent, which is considered to be high. The following chart shows the distribution of students who answered the questionnaire among the 13 high schools on PEI for the past three years (Appendix B, Table 1).

Figure 1

Survey Respondents by High School



Personal and Background Information

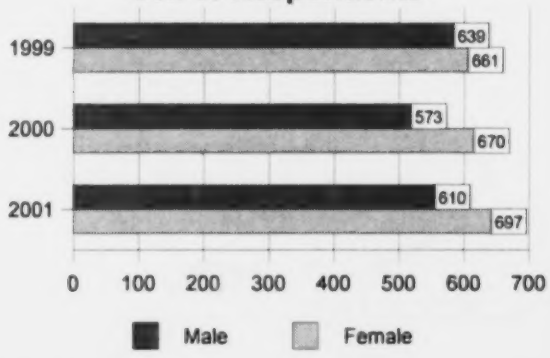
The questionnaire requires the student to supply the following information: name, address, postal code, e-mail address, home phone number and permanent contact number. This information has been entered in a database enabling us to track these students in the future as the need arises.

A summary of the respondents characteristics are as follows:

- At 53.3 percent (697) the larger proportion of the respondents were female, the remaining 46.1 percent (573) of the respondents were male.
  This matches closely to the gender ratio of the graduates which was 52.9 percent female and 47.1 percent male in June of 2001.

Figure 2

Sex of Respondents



[1] Grade 12 Graduate List, Department of Education, June 2001.

- Of the students surveyed, 75.2 percent (979) indicated that they reside with both parents or guardians; 18.8 percent (245) live with their mother or female guardian; 3.8 percent (50) live with their father or male guardian; and the remaining 2.2 percent (28) stated they live with other. When compared with past surveys there is a slight trend toward more single parent families (Figure 3). A recent survey revealed that although the majority of both high school graduates and dropouts lived in two-parent families during high school, a greater proportion of dropouts (32 percent) than graduates (16 percent) lived with a single parent[2].

Figure 3
Family Composition

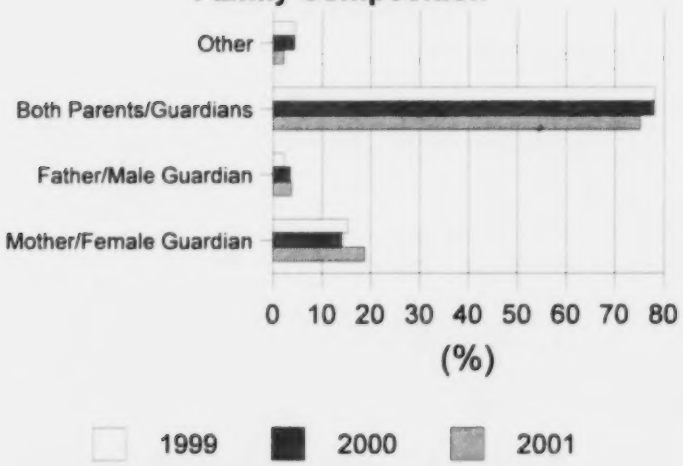
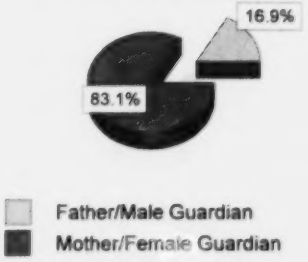


Figure 4
Students Living With Single Parent/Guardian



- Of the 295 students who live with a single parent or guardian, 83.1 percent live with their mother or female guardian while only 16.9 percent live with their father or male guardian (See Figure 4).

- The students are mainly long term residents as 88.3 percent (1,144) of the respondents have resided on PEI for more than 10 years. There was 5.9 percent (76) who have lived on PEI for 6 - 10 years, and 5.8 percent (75) have lived here for less than 5 years.

- A break down of students by their communities reveals a larger proportion of the respondents that participated in the survey reside in Charlottetown (17.5 percent), Summerside (9.3 percent), and Cornwall (7.8 percent). A further list of communities that the students reside in is presented in Appendix B, Table 4.

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[2] Youth in Transition Survey, Statistics Canada and Human Resource Development Canada, 2000.

High School Course Selections

Of the 1307 students who responded to the survey, 1286 attended Anglophone schools. The other 21 students attended Francophone schools. The following section of the report is divided up into Anglophone and Francophone categories. Students were asked to list all the courses they took during three years of high school. Courses are arranged in categories and information from previous surveys is included to identify trends. Percentages have been shown to allow comparison across the academic years. See Appendix C for student counts by course.

Anglophone Course Selection

In Table 1, there is a comparison of mathematics related courses taken in the last three years. Academic mathematics, a required course, has very high enrolment and continues to grow while the enrolment numbers for general mathematics are declining. For advanced mathematics classes, we see that there has been an increase in calculus and a decline in algebra. The advanced algebra courses are only offered in 4 of the 11 Anglophone high schools on PEI and this explains the low percentages of students taking these courses. There has also been a drop in percentage of students taking geometry, while accounting indicates little change.

Table 1: Students Taking Mathematics Courses by Year

	2001	2000	1999
Mathematics 421	96.0%	84.6%	85.1%
Mathematics 521	87.1%	70.4%	78.4%
Mathematics 621	72.5%	63.4%	68.3%
Advanced Algebra 511	5.8%	7.8%	*
Advanced Algebra 611	6.1%	15.8%	*
Advanced Calculus 611	22.3%	17.9%	*
General Mathematics 431	6.4%	10.8%	10.3%
General Mathematics 531	11.3%	13.7%	15.3%
General Mathematics 631	7.0%	9.1%	10.3%
Geometry 521	24.0%	33.0%	35.0%
Accounting 621	14.0%	17.5%	10.6%
Accounting 801	9.9%	8.2%	*

* Not Available

Table 2 shows a comparison of language courses selected for the last three years. Academic English courses remain high because they are required courses in all PEI high schools. However, there are more students enrolling in academic English for the year rather than advanced or general English compared to the previous years. The decline in students taking French immersion and the increase in core French courses suggests students are now deciding to take core French courses instead of the French immersion courses. When compared with the administrative data of students enrolled in core French, the trends for increased core French enrolment are similar[3].

Table 2: Students Taking Language Courses by Year

	2001	2000	1999
English 421	96.8%	81.9%	89.6%
English 521	89.6%	81.9%	85.7%
English 621	83.8%	77.2%	81.7%
Advanced English 511	2.0%	2.4%	*
Advanced English 611	3.4%	3.6%	*
General English 431	4.8%	7.7%	7.9%
General English 531	8.0%	9.7%	10.5%
General English 631	10.9%	12.2%	12.1%
French 421	42.1%	35.0%	32.1%
French 521	20.5%	15.7%	14.4%
French 621	17.2%	7.2%	8.1%
French Immersion 421	14.8%	18.2%	21.0%
French Immersion 521	13.1%	16.3%	18.5%
French Immersion 621	11.0%	15.2%	15.6%
Writing 521	35.6%	27.0%	*
Media 531	8.0%	9.7%	*

[3] Data reported by French Program, PEI Department of Education, March 2002.

A comparison of science courses taken in the last three years has been presented in Table 3. Biology 521 and Chemistry 521 are the most popular of the sciences and have similar enrolment. Physics still remains well behind the other two science courses by enrolment percentage. It appears more students are choosing the academic route with increases for most of the science courses at this level. In return, there are fewer students enrolling in the advanced and general categories. In the advanced category, chemistry still remains the most popular choice, but numbers have dropped for both chemistry and biology.

Table 3: Students Taking Science Courses by Year

	2001	2000	1999
Chemistry 521	61.7%	51.3%	77.3%
Biology 521	60.1%	52.8%	81.3%
Physics 521	40.7%	41.0%	45.7%
Chemistry 621	47.2%	42.9%	46.3%
Biology 621	47.0%	43.2%	46.6%
Physics 621	32.1%	35.3%	30.4%
Advanced Chemistry 511	6.4%	9.9%	*
Advanced Chemistry 611	3.5%	7.1%	*
Advanced Biology 511	2.4%	4.6%	*
Advanced Biology 611	2.3%	3.5%	*
General Science 431	4.1%	9.1%	24.6%
General Biology 631	2.4%	3.3%	*
Science 421	90.9%	83.3%	*
Agriscience 801	15.6%	21.7%	22.7%
Oceanography 621	9.0%	11.7%	*
Conservation 521	6.1%	4.6%	3.9%
Animal Science 801	4.2%	8.1%	*
Agriculture 621	2.9%	*	*
Environmental Studies 701	1.8%	*	*

Table 4 takes a look at the social studies course selection for the last three years. History was favoured over geography for the three years. History enrolment numbers have increased at the grade 10 and 11 levels with more students taking geography in grade 11 and 12 compared to last year. There has been an increase in most social studies elective courses resulting in a decline of general social studies courses being taken.

Table 4: Students Taking Social Studies Courses by Year

	2001	2000	1999
History 421	40.3%	36.4%	42.9%
History 521	21.0%	12.5%	22.5%
History 621	27.7%	35.4%	32.6%
PEI History 621	11.5%	*	*
Geography 421	32.9%	37.0%	34.1%
Geography 521	21.8%	10.1%	17.7%
Geography 621	7.6%	4.5%	6.3%
Canadian Law 521	41.8%	42.9%	*
Economics 621	25.1%	19.0%	25.0%
Politics 521	10.1%	5.3%	9.2%
Politics 621	9.4%	8.1%	8.5%
Canadian Studies 401	0.3%	*	*
General Geography 431	1.4%	4.8%	*
General Geography 531	2.8%	6.8%	*
General Geography 631	1.1%	2.3%	*
General History 431	1.1%	3.5%	*
General History 531	0.2%	0.0%	*
General History 631	1.8%	1.4%	*
General Canadian Studies 431	0.1%	*	*
General Canadian Law 531	2.1%	6.0%	*

In Table 5, a comparison of enrolment percentages for 20 of the most popular elective courses taken in Island schools is presented. (See Appendix C for a complete list of course selections.) The table reveals that there is a decline in numbers for quite a few courses when compared to the previous years. One of the main reasons for this could be the fact that there's a different variety of elective courses being offered in each school in order to meet the students needs. Trade specific courses such as motor vehicle repair and carpentry show a continuing decline in popularity. Computer-related courses remain the most popular. This is not a surprise as computers are being used more and more in almost all careers. Unlike the mandatory courses, these courses are electives, which means they are left totally up to the students to decide whether they want to take them or not. The general purpose of each course is to provide students with opportunities to explore the world of work and to have students develop introductory skills associated with specific careers. These electives have become very important to many students in helping them make career decisions.

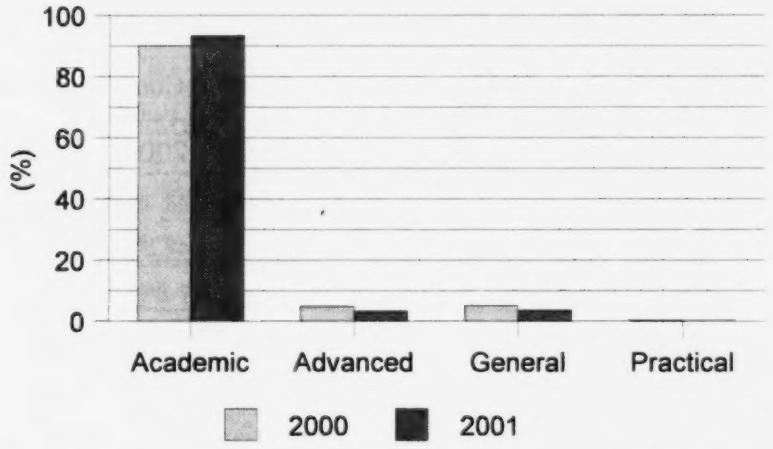
Table 5: Students Taking Career Exploration Courses by Year

	2001	2000	1999
Typing 701	45.9%	44.4%	44.2%
Computer Literacy 421	38.7%	47.3%	44.4%
Foods & Nutrition 421	10.4%	7.8%	8.6%
Advanced Keyboarding 801	7.8%	11.6%	12.1%
Visual Communications 701	7.4%	3.0%	5.6%
Welding 705	7.1%	6.9%	6.1%
Motor Vehicle Repair 704	7.1%	9.7%	10.8%
Housing 621	6.2%	7.0%	6.2%
Child Development 521	6.1%	6.2%	*
Graphic Arts 701	5.5%	4.9%	*
Carpentry 701	4.6%	9.7%	11.9%
Theatre Arts 701	4.4%	0.0%	3.4%
Woodworking Fundamentals 705	3.9%	8.2%	10.3%
Clothing 521	3.9%	3.5%	1.3%
Photography 801	3.8%	6.5%	9.0%
Hospitality/Tourism 801	3.6%	5.5%	6.8%
Crafts 701	3.0%	1.9%	2.9%
Drafting 701	2.8%	4.0%	4.4%
Power Mechanics 705	2.8%	3.5%	3.8%
Cosmetology 701	2.3%	1.5%	2.4%

Academic courses are the overwhelming choice by Anglophone students. When compared to last year's percentages, there is an increase in students enrolling in academic classes. On the other hand, there has been a decrease in advanced, general and practical courses being taken. It would appear that more students are taking the traditional academic education. It is encouraging to see more students take an academic route versus general or practical. However, the drops in advanced courses may suggest that fewer students feel they have the ability to successfully complete these courses or the risk in taking these courses outweighs the preparation they offer.

Figure 5

Course Category Selection



Note: Course Coding System.
All courses are coded with a 3-digit number. The 2nd number refers to the course category.
0 = Open (Academic unless stated advanced course)
1 = Enriched or advanced
2 = Academic
3 = General
5 = Practical
(eg: English 421, Academic)

Francophone Course Selection

The following three tables show the percentage of courses taken by the 21 Francophone students compared to previous years for each grade. It is hard to see any trends in the data results as only 21 students participated in the survey. Percentages for a few classes seem to be dropping but this is likely due to some new course offerings. Biology continues to be a very popular choice with big increases since 1999 and with continued growth at the Grade 12 level.

Table 6: Students Taking Grade 10 Courses by Year

	2001	2000	1999
MAT 421 - Mathématiques (Math)	100%	94.1%	90.9%
FRA 421N - Français (French)	95.0%	97.1%	40.9%
EDP 421 - Éducation Physique (Physical Education)	90.0%	91.2%	77.3%
HIS 421 - Histoire (History)	90.0%	85.3%	50.0%
ANG 421 - Anglais (English)	85.0%	97.1%	86.4%
SCI 421 - Sciences Intégrées (Science)	65.0%	70.6%	22.7%
INF 421 - Informatique (Computers)	60.0%	70.6%	77.3%
FRA 421M - Français (French)	25.0%	94.1%	31.8%
MUS 421 - Musiques (Music)	25.0%	23.5%	4.5%
DRO 421 - Droit (Law)	10.0%	*	*

Table 7: Students Taking Grade 11 Courses by Year

	2001	2000	1999
MAT 521 - Mathématiques (Math)	100%	94.1%	90.9%
FRA 521 - Français (French)	80.0%	94.7%	86.4%
BIO 521 - Biologie (Biology)	80.0%	82.4%	31.8%
ANG 521 - Anglais (English)	80.0%	79.4%	77.3%
CHI 521 - Chime (Chemistry)	60.0%	94.0%	81.8%
PHY 521 - Physique (Physics)	55.0%	100%	63.6%
EDP 821 - Éducation Physique (Physical Education)	50.0%	44.2%	36.4%
DRO 521 - Droit (Law)	45.0%	64.7%	68.2%
HIS 521 - Histoire (Histroy)	15.0%	*	*
TEC 801 - Technologie et Carrières (Career Technology)	10.0%	*	*

Table 8: Students Taking Grade 12 Courses by Year

	2001	2000	1999
MAT 621 - Mathématiques (Math)	100%	91.1%	95.5%
ANG 621 - Anglais (English)	85.0%	100%	95.5%
FRA 621 - Français (French)	85.0%	97.0%	81.8%
INF 621 - Informatique (Computers)	85.0%	76.5%	54.5%
VHM 621 - Valeurs Humaines (Family Life)	80.0%	97.1%	22.7%
BIO 621 - Biologie (Biology)	80.0%	73.5%	63.6%
CHI 621 - Chime (Chemistry)	65.0%	82.3%	77.3%
HIS 621 - Histoire (History)	50.0%	35.3%	*
SOC 621 - Individu En Société (Social Studies)	45.0%	64.7%	13.6%
PHY 621 - Physique (Physics)	30.0%	55.9%	63.6%
MAT 611 - Mathématiques Avancées (Advanced Math)	15.0%	*	*
AFF 621 - Comptabilité (Accounting)	15.0%	23.5%	36.4%
ECO 621 - Économie (Economics)	15.0%	11.7%	27.3%

New Course Interests

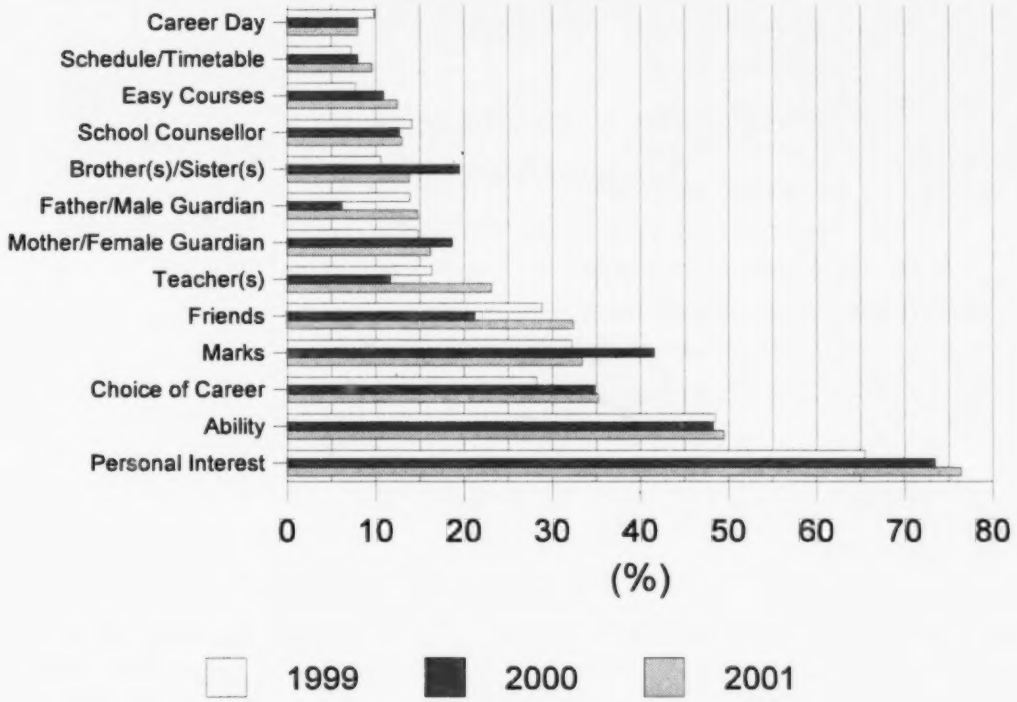
In this year's survey students were also asked: "What course would you like to see offered at your high school that is not presently offered?" Of the suggestions made by students, the most popular courses were psychology, cosmetology and photography. These courses are now available at a few PEI high schools but most schools are not offering them. Psychology was the course suggested most often, however, is only offered at Colonel Gray Senior High School. Of the 149 students who completed the survey from Colonel Gray Senior High School, 66 of them enrolled in this course (See Appendix C).

Factors Influencing Course Selection

The factors which appear to have the most influence on high school course selection are: *personal interest* chosen by 76.4 percent (998), *ability* 49.5 percent (647), and *choice of career* 35.2 percent (460). From Figure 6 we can see that these three influences are having even more effect each year. Students seem to be putting more emphasis on their course selection by taking courses they have interest in and that will help them in their choice of career. It appears that more students are making their own decisions rather than basing their decisions on the opinions of others.

Figure 6

Influences on Course Selection

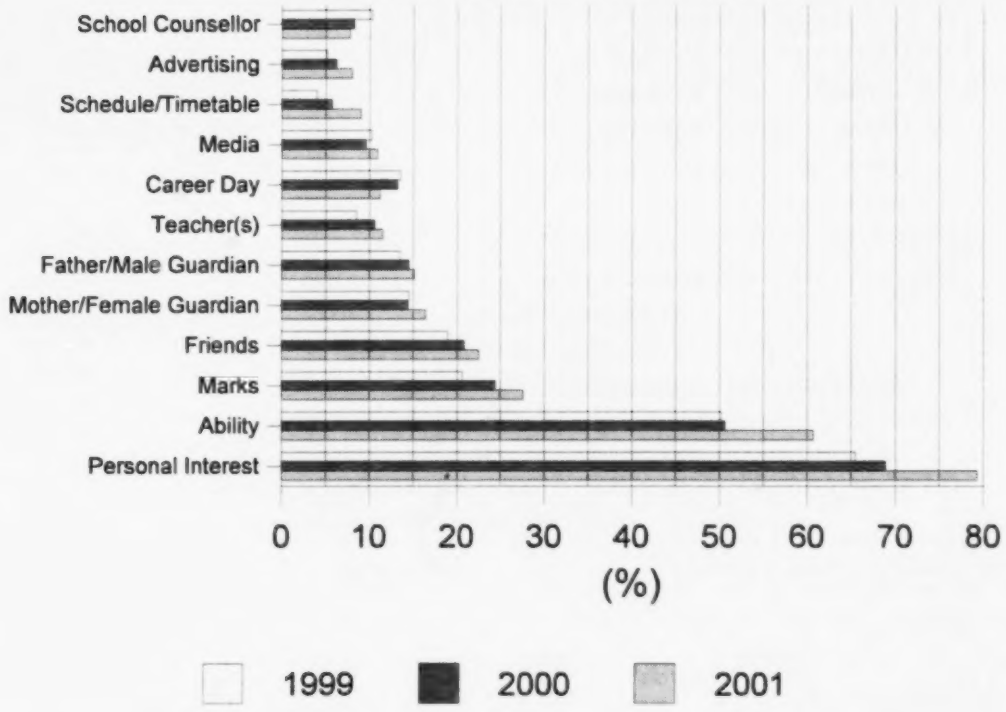


Factors Influencing Career Selection

Prominent factors appearing in student responses as having the most influence on choosing a job or a career are very similar to those in making course selections. The results are *personal interest* at 79.3 percent (1036), *ability* 60.7 percent (794), and *marks* 27.6 percent (361). The majority of students are seeking assistance from school counsellors but less are finding them to be an influence on their career choices (See Figure 7). Students appear to already have a career in mind and then seek guidance to help them achieve this career. School counsellors are now dealing more and more with social issues (behavioural, family, etc.) and less with course selection and career selection.

Figure 7

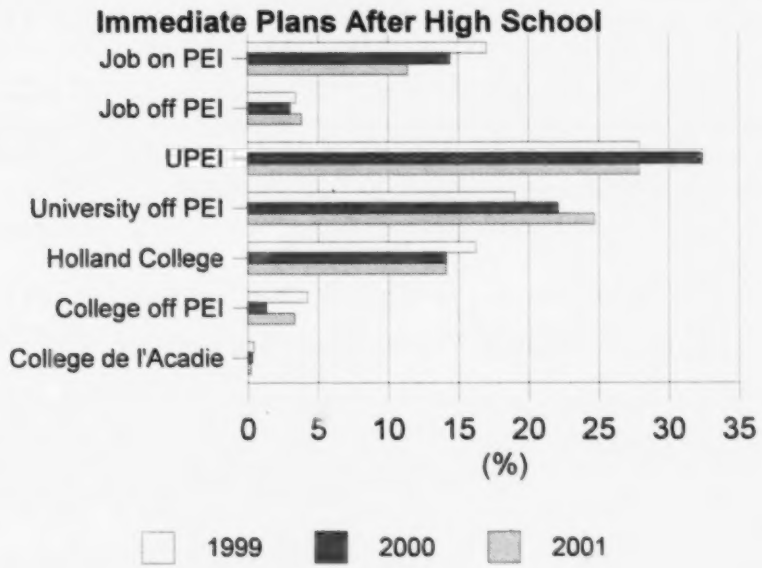
Influences on Job or Career Selection



Future Plans and Expectations

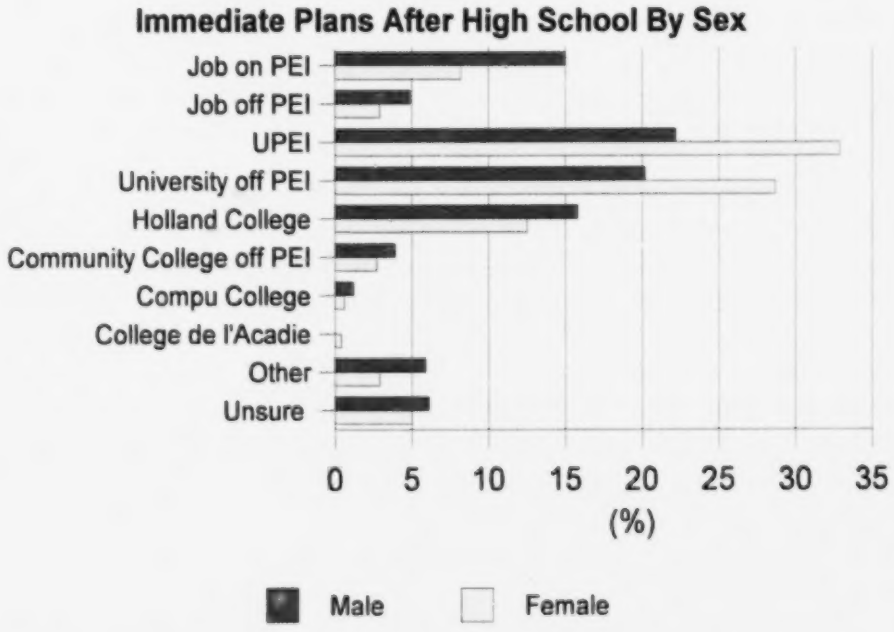
When asked about their immediate plans following high school, 75.4 percent (981) planned to continue their education. This percentage continues to grow each year (Appendix B, Table 6a). In 1998, 64.6 percent planned to continue with their education, this increased to 69.4 and 74.4 percent in 1999 and 2000 respectively. Those who planned to attend the University of Prince Edward Island (UPEI) composed 27.9 percent (363) of these, while 24.7 percent (322) plan to attend an off-Island university. There are 14.1 percent (183) planning to attend Holland College. Another 11.4 percent (148) plan to get in Prince Edward Island, while only 3.8 percent (50) are looking to work off-Island. Three students or 0.2 percent plan to attend *College de l'Acadie*. Compared with the 1999 and 2000 report, this shows that a growing number are choosing not to enter the work force and deciding on furthering their education. There appears to be two trends forming with fewer students planning to work in PEI immediately after high school and more looking to attend off Island university's.

Figure 8



When looking at the immediate plans of students by sex, more females are planning to attend university, while more males plan to start work or attend college (Figure 9). The survey shows that 61.5 percent of females are planning to attend university, while for the males, 42.4 percent plan to attend. A table of Francophone students' immediate plans after high school is presented in Appendix B, Table 6c and displays that university is their most popular choice with 57.1 percent (12) choosing to go onto university.

Figure 9

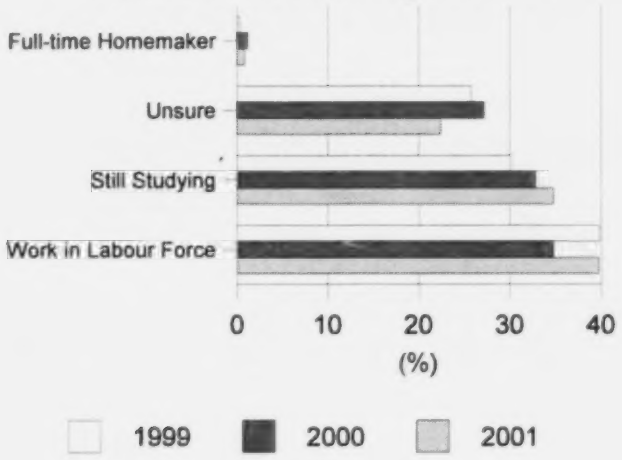


The percentage of students who planned to work immediately after high school is 15.2 percent (198) down from 17.4 percent last year. Of the 15.2 percent 11.4 percent are looking to work in PEI with the other 3.8 percent planning to work elsewhere.

When asked: "What do you think you will be doing five years after you leave high school?", 39.7 percent (513) of the students indicated that they plan to be working in the paid labour force; 34.8 percent (450) answered they will still be studying; and 22.4 percent (290) were unsure(see Figure 10). A modest 0.8 percent (10) of the students plan to be working as a full-time homemaker five years out of high school. The clearest trend indicated by this figure is the increase in those planning to still be studying.

Figure 10

Plans 5 Years After High School



The majority of the students (61.2 percent or 761 students) plan to work in the paid labour force for more than 20 years; 16.3 percent (202) for 11 to 20 years; 10 percent (124) for 5 to 10 years; 10.2 percent (127) for less than 5 years; and 2.3 percent (29) do not plan on working. This means that 38.8 percent of students do not plan on working in the paid labour force for more than 20 years.

When students were asked: "What type of job will you be looking for?", the most frequent responses were, teacher 12.7 percent (122), business owner or manager 6.2 percent (59), doctor 5.5 percent (53), nurse 5.2 percent (50) and computer technology related jobs 5.1 percent (49). All jobs that did not have a significant amount were categorized as other. The other category includes professions such as athletic trainer, professional athlete, recreation coordinator, welder, and stock broker. A complete list of the jobs reported for the last three years is presented in Appendix B Table 15. The table shows several trends forming. Over the three years there has been a continuing decrease in students looking to become accountants, farmers, and fishermen. While more students are looking to become carpenters, lawyers, and nurses. Teacher was the most frequent response in all three years.

Table 9 displays the percentage as well as the number of students from each school who plan to attend university after finishing high school. Of the 1302 students who answered the question, 685 (52.6 percent) said they planned to attend university. Grace Christian School had the highest percentage (15 of the 16 students said they plan to attend university). Westisle Composite High School had the lowest percentage with 72 of the 187 reporting they plan to attend a university. In the 2000 *Expectations and Outcomes* report it was reported that the rates by which students went directly from high school to the University of Prince Edward Island were strongly related to the distance between the University of Prince Edward Island campus and the high school. It was estimated that each 10 kilometre distance is accompanied by a decline of 2.9 percent in the rate by which students transfer directly from high school to the University of Prince Edward Island. Those high schools with the lower rates of transition to the University of Prince Edward Island generally had higher rates of transition of students to universities out of province[4].

Table 9: Students Planning To Attend University by School

	Attend UPEI		Other Univ.		Total Univ.		Tot. Resp.
School	#	%	#	%	#	%	#
Grace Christian	3	18.8	12	75.0	15	93.8	16
Morell	27	60.0	7	15.6	34	75.6	45
Colonel Gray	65	43.9	36	24.3	101	68.2	149
François Buote	1	12.5	4	50.0	5	62.5	8
Kensington	13	18.0	29	40.3	42	58.3	72
Kinkora	5	12.5	18	45.0	23	57.5	40
Three Oaks	24	16.2	59	39.9	83	56.1	150
Charlottetown Rural	65	38.7	27	16.1	92	54.8	168
Évangeline	4	30.8	3	23.0	7	53.8	13
Bluefield	69	33.5	35	17.0	104	50.5	207
Souris	13	18.0	19	26.4	32	44.4	72
Montague	44	24.6	31	17.3	75	41.9	180
Westisle	30	16.0	42	22.5	72	38.5	187
Average	363	27.9	322	24.7	685	52.6	1307

It is interesting to note that the 2000 report stated 32.4 percent of students were planning to attend the University of Prince Edward Island; in a follow up survey it was reported that 33.3 percent actually did attend the University of Prince Edward Island[5]. As well, the 1998 survey reported that 28.9 percent planned to attend the University of Prince Edward Island with 25.6 percent actually enrolled at the University of Prince Edward Island[6]. This reveals that the educational expectations of the respondents is indeed a very good prediction of the actual outcomes.

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[4] *Expectations and Outcomes*, PEI Department of Education, 2001.

[5] *Prince Edward Island Young Adult Research*, Baker Consulting Inc., December 2001.

[6] *Expectations and Outcomes*, PEI Department of Education, 2001.

In 2000-2001, of the 3007 PEI residents enrolled as full-time students at the university level in the Maritimes, 65.5 percent (1,969) attended the University of Prince Edward Island. Of the 685 students in the 2001 survey who said they plan to attend university, 53 percent of them said the University of Prince Edward Island would be their choice. The other Maritime universities with the highest enrolment numbers of the University of Prince Edward Island residents were the University of New Brunswick, 7.6 percent (229), Dalhousie University with 7.3 percent (221), and Mount Allison University at 3.9 percent (117)[7].

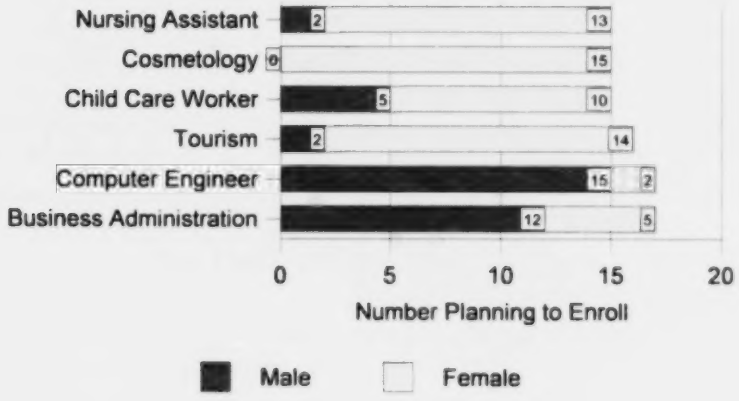
In 2000, there were 627 students, aged 18 or under who enrolled in a Maritime university and were a resident of Prince Edward Island. This was used as the estimate of students that went directly from high school to university. Of these 627, 405 (64.6 percent) of them enrolled at the University of Prince Edward Island[8]. Out of the students who said they planned to attend university in the 2000 survey, 395 (59.4 percent) of them planned to attend the University of Prince Edward Island. This prediction is very similar to the 405 (64.6 percent) stated above. The 2001 report shows that of the students planning to attend university, 363 (53 percent) of them plan to attend the University of Prince Edward Island which is a decline in the percentage that plan to attend university on PEI.

Choice of Programs

There were 311 students who responded to the question: "What program do you plan to take at a technical school or community college?" The results showed that there is no overwhelming choice for a program as the results varied across most of the courses. The top choices also seem to be sex oriented with either the male or female dominating the program. Of these responses, 17 chose business administration and computer engineering; 16 chose tourism; 15 selected child care worker, cosmetology and nursing assistant (Appendix B, Table 7).

Figure 11

Most Popular College Programs



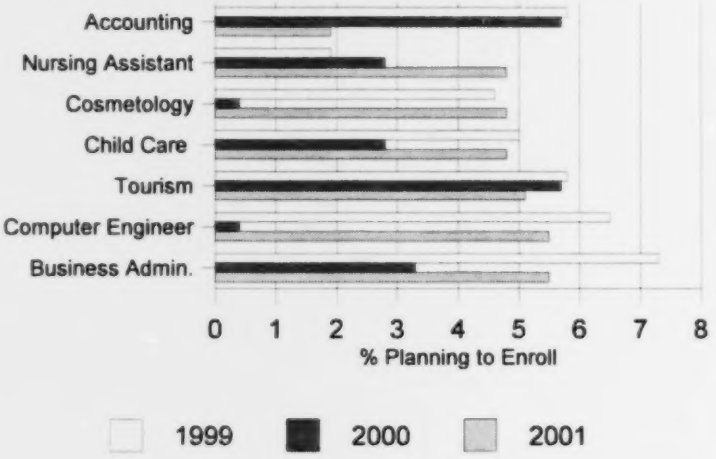
[7] Maritime Provinces Higher Education Commission, February 2002.

[8] Maritime Provinces Higher Education Commission, February 2002.

A comparison of program selections for the past three years shows that the expectations for college programs is very uncertain. The seven programs shown below seem to be the most consistent choices, but enrolment percentages seem to change from year to year. Figure 12 displays a decrease in accounting and tourism percentages, and an increase in students planning to take a nursing assistant program over the past three years.

Figure 12

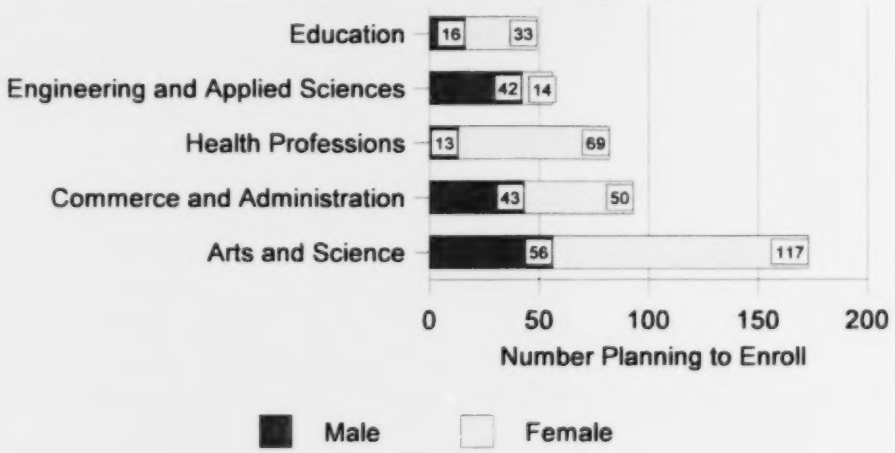
Choice of College Program Comparison



There were 656 students who responded to the question, "At university, what will be your major area of study?" Of the respondents 173 chose arts and sciences; 93 chose commerce and administration; 82 chose health professions; 56 chose engineering; and 49 selected education (Appendix B, Table 8).

Figure 13

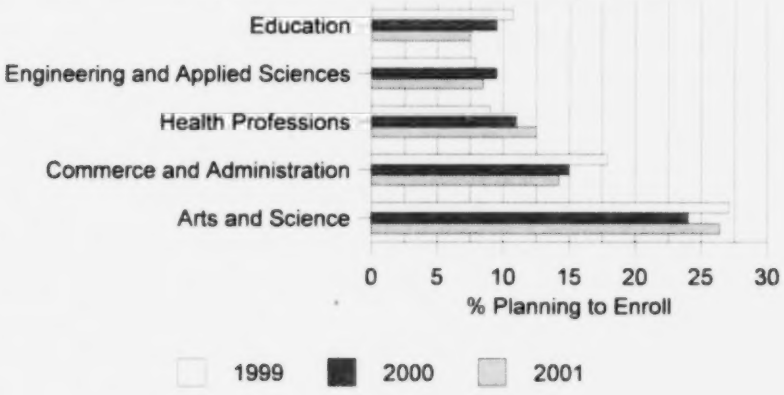
Most Popular University Programs



A comparison of program selections for the past three years shows that arts and science have always remained the most popular choices. Figure 14 shows another trend starting to form as education and commerce are slightly decreasing in numbers and health professions have increased over the years. This decline in education is of particular interest given the current focus on teacher renewal nationally and internationally.

Figure 14

Choice of University Program Comparison



Plans After Completing Program or Degree

After completing their chosen programs or undergraduate degrees, 24.3 percent (263) plan to continue their studies with 43.1 percent (466) planning to work. Many students (27.5 percent or 297) were still unsure what they would be doing. With a comparison of the data for the last three years, we see that in Figure 15 more students are deciding on continuing their education and fewer students are planning to work. This is similar to Figure 10; indicating that pursuing further education is becoming more popular. Students seem to be planning on furthering their degree or pursuing more than one degree, realizing the competition for careers has become very intense demanding higher levels of education.

Figure 15

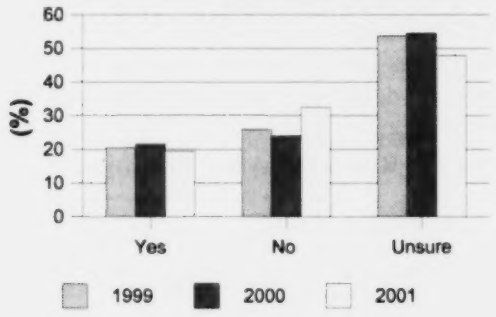
Plans After Completing Program or Degree

Expected Mobility and Location of Residence

When students were asked if they plan to stay in Prince Edward Island on a permanent basis upon completing their education or training, 19.5 percent (215) said yes, 32.5 percent (358) said no. The remaining 47.9 percent (527) were unsure. Figure 16 shows a trend emerging where a growing number expect not to remain in PEI on a permanent basis. Of the respondents who answered no or unsure, 57.4 percent (544) said they hope to return to PEI at a future time.

Figure 16

Stay on PEI on a Permanent Basis



Of the students who plan to work after completing their first program or degree 53.6 percent (250) plan to get a job in PEI. The other 46.4 percent (216) are looking to get a job off Island. Fewer students are deciding to work in PEI after finishing their first program or degree when compared to data from the other two years.

The uncertainty on the students' part to live in PEI permanently is related to the expectancy of available work in their chosen field. Many were hesitant when asked: "Do you expect to find work in your chosen occupation on PEI?" as 39.1 percent (499) were unsure, 19.7 percent (252) said no, while 41.1 percent (525) answered yes. The percent that expect to find work in their chosen occupation on PEI has continued to rise over the years from 35.6 percent and 36 percent in 1999 and 2000 respectively. Of the students that did not expect to find work for their chosen occupation in PEI, almost all of them plan to be working off-Island after high school or after finishing their degrees. Of the students who planned to attend university and who do not expect to find a job for their chosen occupation in the Province, 65.3 percent plan to enroll in university off-Island. Of the students who believe they will find a job on-Island, 65.8 percent plan to attend the University of Prince Edward Island rather than off-Island universities. This suggests a strong relationship between university of choice and residence plans after completing university.

When comparing those who plan to further their education with their residence plans after they finish their program or degree, there is a relationship (see Table 10). Of those who hope to enroll in university, college, or a program on-Island, more plan to get a job on-Island after they finish their program. For those who further their education off-Island, more are likely to expect finding work off-Island. It appears that once students leave the Island for educational purposes most do not plan to return.

Table 10: Plans After Finishing Program or Degree

	After Finishing Program or Degree			
Plans After High School	**Job on PEI**	**%**	**Job off PEI**	**%**
UPEI	91	66.4	46	33.6
Other universities	35	29.9	82	70.1
Holland College & local technical programs	95	66.4	48	33.6
Community college off-Island	9	30.0	21	70.0

Table 11 displays the expected residence of students by the educational level they plan to achieve. Students who plan to work immediately after finishing high school or more apt to live on PEI. But as displayed in the table, the higher the education a student attains the more likely they are to reside off PEI. Those who achieve graduate degrees or advanced diplomas are much more likely to reside off PEI.

Table 11: Residence After Finishing Education

	Residence			
Education Level	**PEI**	**%**	**Off PEI**	**%**
High School	148	74.7	50	25.3
College/Private Training	95	60.5	62	39.5
University (First Degree)	126	49.6	128	50.4
Advanced Degree or Diploma	23	19.7	94	80.3

Career Plans and Confidence

A large number of the respondents (79.5 percent or 1029) were confident in their ability to achieve their job or career plans compared to1.6 percent (21) who were less optimistic and 18.9 percent (244) who were unsure if they would be successful. Of the 21 students who did not think they would be able to achieve their goals, 81 percent were male. There are 21 percent of males who were unsure, while 17.4 percent of females said they were unsure (see Figure 18). It may appear that males have a lower level of optimism than females.

Figure 17

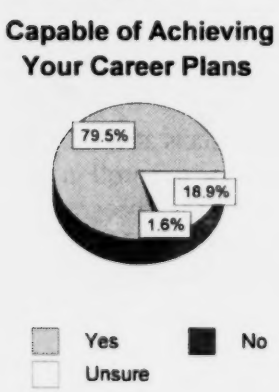
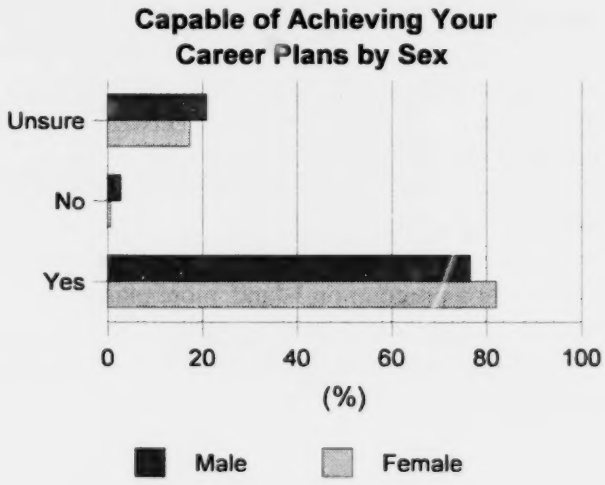


Figure 18



Reasons stated by those who do not believe or are unsure they will achieve their career goals include, *unsatisfactory grades, hard to find jobs here* and *financial issues*. When students were asked: "What single factor would best help you achieve your job or career goals?", 1050 provided responses. The most frequent responses are presented in Table 12. Of the students who said money, most were planning to attend university. *Money* was the number one choice for males, while females suggested *education* as the most important factor to help them achieve their goals. These responses are in line with the larger proportion of females expecting to attend university. The *other* category consist of all suggestions that could not be categorized into groups that would consist of any substantial amount.

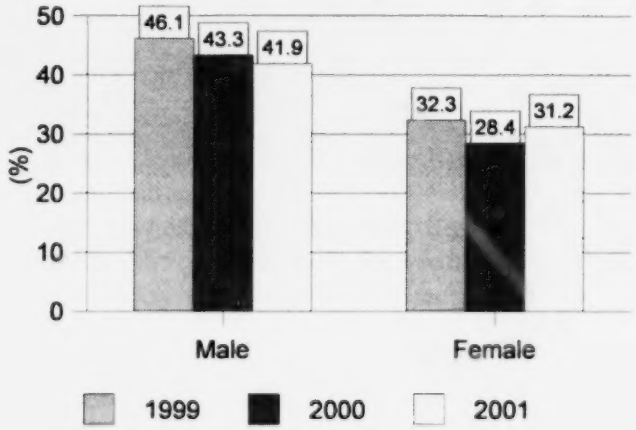
Table 12: The Factor That Would Help You Achieve Your Goals

Factors	Male	Female	Total
Money	119	120	239
Education	91	147	238
Hard Work	62	66	128
Determination	35	34	69
Experience	16	20	36
Motivation	4	8	12
Other	164	164	328
Total	491	559	1050

When asked if they considered establishing their own business, 36.2 percent (466) said they had considered it. Results for this question vary by gender. Of those who have considered establishing their own business, 41.9 percent (251) of males said they have considered it, with 31.2 percent (215) of females answering they have considered. Figure 19 demonstrates a slight decline in males thinking about starting their own business. Of the students who have considered starting their own business, the most popular choices for a business were, *salon, bar, restaurant, computer and electronics* and *clothing*. These businesses that were selected are all in the service industry, an industry that continues to grow in PEI.

Figure 19

Considered Starting a Business



Careers in The Trades

The survey respondents were asked if they planned to register as an apprentice. Only 103 of the 1306 students who answered the question indicated they had any plans to become an apprentice and 93 of these were male. There were 96 students who planned to register as an apprentice in the 2000 survey. This number remains steady and suggests that the apprenticeship trades and training continue to be a less popular training and career path to youth. It is likely that these choices will show up as shortages in skilled trade persons on PEI in the future. As well, already existing shortages will be exacerbated.

The most popular apprenticeship areas as selected by the students are *carpenter*, *automotive service*, *welder*, *vehicle body repair*, and *cook*. *Other* trades at 38.2 percent is a total of all other areas chosen, see Appendix B, Table 12 b for a complete list. Female students seem to have a more difficult time identifying with the apprenticeship trades with only 10 survey respondents planning to register. Of the trades, only one was selected more than once by females. This was the *cook* trade with five responses.

The survey shows that apprenticeship is generally a less popular career option to students and this is especially true for female students. While 15.3 percent of the male respondents indicated an interest in apprenticeship only 1.4 percent of female students indicated an interest in this field.

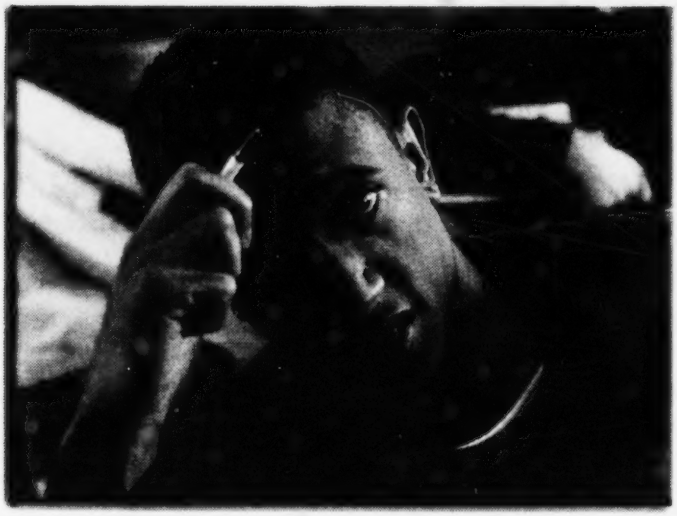
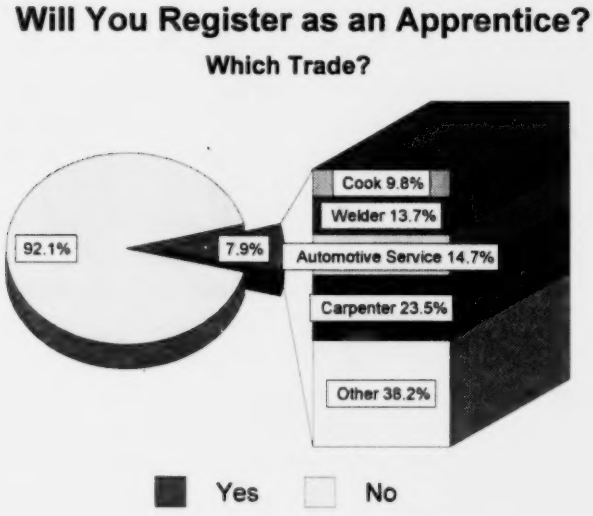


Figure 20



School Guidance Services

Since entering high school, 64.3 percent (832) of the students have made use of the guidance services available to them in making their course selections. Fewer students (53.5 percent or 688 students) chose to seek assistance from the school counsellors when planning their careers. There was 72.1 percent (942) of the students who met with a school counsellor at least once. With 43.9 percent (574) of the students meeting with a school counsellor for help both with their courses and career. There was 344 students who said they had never met with a school counsellor. Of the students who did not meet with a school counsellor, 193 (31.6 percent) were male and 151 (21.7 percent) were female.

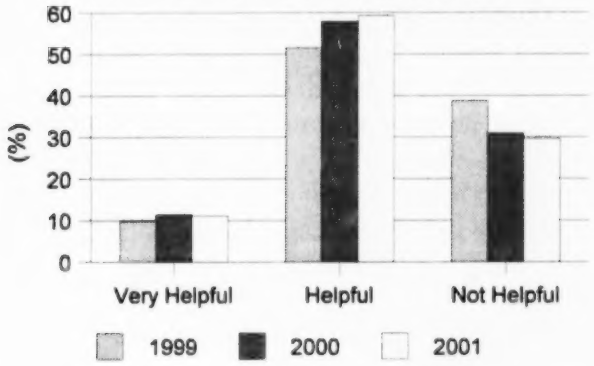
A cross-tabulation of the students' immediate plans after high school and whether they chose to seek assistance from the school counsellors in planning their careers was performed. The results indicate that the students who chose to seek assistance in planning their career are more likely to plan to attend a post-secondary institution and even more likely to plan to attend university.

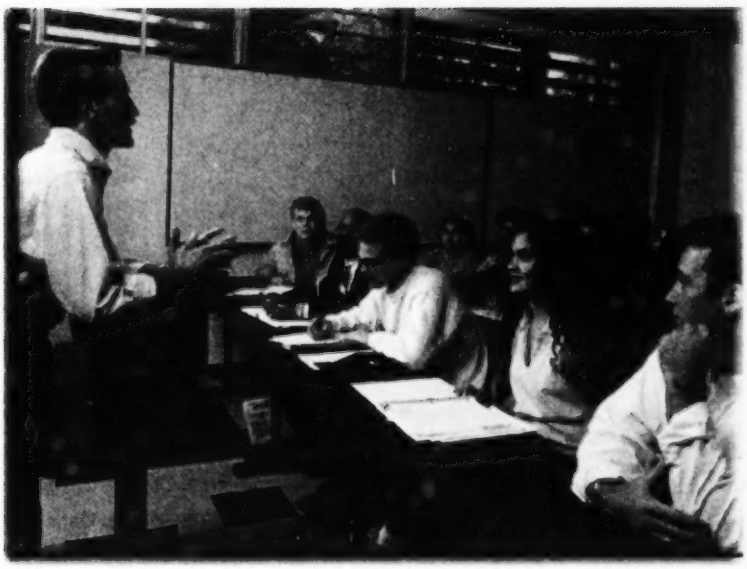
A cross-tabulation for immediate plans after high school and whether students chose to seek assistance from the school counsellors for help choosing their courses shows that even higher proportions of students planned to further their education who received help with choosing their courses. It appears that when planning to further your studies, course selection in high school is a very big decision and requires assistance. Of the students who planned to enter the work force immediately, most did not seek assistance in choosing a career.

In the survey, 31.1 percent (400) of students answered yes to meeting with a labour market outreach worker. Just over half (54.5 percent or 702) of the students participated in the *Choices Career Planning Program*. Of those who did use the program, 70.4 percent (474) found it to be helpful and 29.6 percent (199) found it to be not at all helpful. When comparing these results to the data from the previous two years, a growing number of students are finding the program to be of help.

Figure 21

Choices Career Planning Program





Conclusion

The results of this year's ***Preparation and Expectation High School Survey*** are once again promising. An assuring 72.4 percent of Island graduates plan to further their education at some sort of post-secondary institution immediately following high school graduation. Expectation of pursuing post-secondary education continues to grow in comparison with previous surveys.

This years results indicate that young women are more likely than young men to attend post-secondary institutions. Nearly 79 percent of female high school students plan to further their education, compared to 64.8 percent of males.

According to *Education Indicators for Atlantic Canada 1996*, the percentage of high school graduates who enter university immediately following graduation was 42 percent for females and 29 percent for males in 1993-94[9]. Expectations for enrolment at university has continued to rise since then. There is 61.5 percent of females who are planning to attend university, while for males, 42.4 percent plan to attend.

Research conducted by the British Columbia Ministry of Education, found four categories of barriers to the transition from secondary to post-secondary education[10]. The barriers identified are information, finance, personal and programs. The most significant of these barriers are information and finance as they affect the greatest number of students.

Some short-term recommendations suggested by the *Moving On* report to reduce information barriers are: to provide information about post-secondary opportunities, labour market, and career options; to enhance financial planning for post secondary education; and to provide information on the articulation and transfer of credit of possibilities of courses and programs within the post-secondary education system.

The barriers identified above are similar to those identified by students in PEI. When students were asked: "What single factor would best help you achieve your job or career goals?", the most frequent response was *money*. Financial issues are a general concern as tuition continues to rise and the number of students seeking financial assistance continues to increase. Other factors that students suggested were, *Education*, *Hard Work* and *Determination*. Improvements in methods of communication to provide information to students about career options and the labour market would lead to better educated and informed decision-making by students.

Other results of the survey indicate that male students remain more likely than female students to establish their own businesses. It would be useful to further explore this statistic in order to identify possible barriers which women perceive in becoming entrepreneurs.

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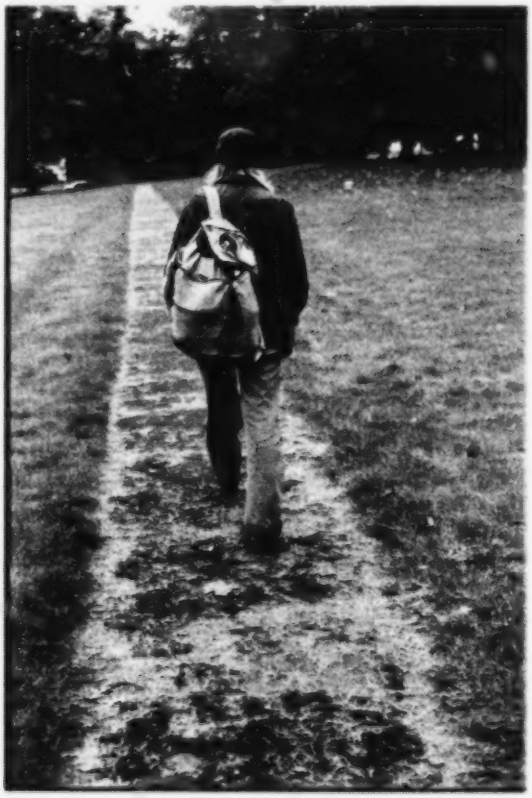
[9] *Education Indicators for Atlantic Canada*, Atlantic Provinces Education Foundation, 1996.

[10] *Moving On*, British Columbia Ministry of Education, 1997.

The 2001 survey has found that there is an increasing number of students planning to enroll in universities off-Island. These students also seem to be less optimistic in returning to PEI for employment or to live permanently. Of the students who plan to enroll in university and who do not expect to find a job on PEI, 65.3 percent plan to enroll in university off-Island. Students who expect to further their education off-Island plan to find a job off-Island after they graduate.

When comparing the percentage of students who plan to attend university by school, Grace Christian School had the highest percentage (15 of the 16 students said they plan to attend university). Westisle Composite High School had the lowest percentage with 72 of the 187 reporting they plan to attend a university. It appears that the greater the distance from where students live and the University of Prince Edward Island campus, the less likely they are to attend that university. The schools closest to the University of Prince Edward Island, like Charlottetown Rural, Colonel Gray and Bluefield had the highest percentages of students planning to enroll at the University of Prince Edward Island.

The research to this point has been positive. Further study into the plans and expectations of our Island graduates will continue to be helpful in assisting decision makers to become more responsive to the needs of our high school students as they prepare for transition from secondary education to either post-secondary education or the world of work.



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Appendix A

Preparation and Expectations: A Survey of Island Grade 12 Students:

PERSONAL INFORMATION WILL BE KEPT IN STRICT CONFIDENCE

Last Name: (Please Print)	**First Name & Initials:**

Address:

	Postal Code:

Home Telephone	**Permanent Contact Number(s) (Grandparents, etc., for possible later follow-up survey)**

E-mail address: (Write in "None" if no e-mail address)

BACKGROUND INFORMATION:

1. **Which school are you attending?**

- ☐ Bluefield High School
- ☐ Charlottetown Rural High School
- ☐ Colonel Gray Senior High School
- ☐ École François Buote
- ☐ École Évangeline
- ☐ Grace Christian School
- ☐ Kensington Intermediate Senior High
- ☐ Kinkora Regional High School
- ☐ Montague Regional High School
- ☐ Morell Regional High School
- ☐ Souris Regional High School
- ☐ Three Oaks Senior High School
- ☐ Westisle Composite High School

2. **Sex:** ☐ Female ☐ Male

3. **With whom do you live most of the time?** ***(Check only one)***

- ☐ Mother/Female Guardian
- ☐ Father/Male Guardian
- ☐ Both Parents/Guardians
- ☐ Other (Please specify): _____

4. **How long have you been a resident of PEI?**

- ☐ Less than 5 years
- ☐ 6 - 10 years
- ☐ 10 years or more

HIGH SCHOOL COURSE SELECTION

5. **Using course codes, (eg. MAT421, ENG631, BIO621) please list below all the courses you have taken in grades 10, 11 & 12. Please include all *career exploration training* courses and *pre-vocational-technical* courses.**

Grade 10	Grade 11	Grade 12

6. **What pre-vocational-technical course would you like to have offered at your high school that is not presently offered?**

_____

_____

PERSONAL EXPECTATIONS AFTER HIGH SCHOOL

7. **After High School, what are your immediate plans?** ***(Check only one)***

- ☐ To get a job on the Island ***(Skip to question 14)***
- ☐ To get a job off-Island ***(Skip to question 14)***
- ☐ To go to UPEI ***(Skip to question 9)***
- ☐ To go to university off-Island ***(Skip to question 9)***
- ☐ To go to Holland College on PEI
- ☐ To go to technical school/community college off-Island
- ☐ To go to Collège de l'Acadie
- ☐ To go to Academy of Learning on PEI
- ☐ To go to Career Skills
- ☐ To go to Compu College School of Business
- ☐ To go to Hair Concepts Training Centre
- ☐ To go to J.V.I. Driver Training School
- ☐ To go to Marguerite Connolly Training
- ☐ To go to ProTrain Truck Driving School
- ☐ To go to Strait Flying Inc.
- ☐ To go to Harmony Training Centre
- ☐ To go to Keyin College
- ☐ To go to Montague Computer
- ☐ Upgrade high school
- ☐ Unsure
- ☐ Other (Please specify): _____

8. If you indicated in question 7 that you plan to attend a community college, technical college or private school training, what program do you plan to take? *(Check only one)*

- ☐ Accounting Technology
- ☐ Administrative Assistant
- ☐ Aircraft Maintenance Technology
- ☐ Aquaculture Technology
- ☐ Architectural Technology
- ☐ Auto Body Repair
- ☐ Automotive Technology
- ☐ Business Administration
- ☐ Business Information Systems Development
- ☐ Business Information Technology
- ☐ Cabinetmaking
- ☐ Call Centre & Customer Service Excellence
- ☐ Carpentry
- ☐ Child & Youth Care Worker
- ☐ Civil Technology
- ☐ College Preparatory Training
- ☐ Computer Engineering Technology
- ☐ Conservation Enforcement
- ☐ Construction Technology
- ☐ Correctional Officer
- ☐ Cosmetology
- ☐ Culinary Arts
- ☐ Deck Officer
- ☐ Dental Assisting
- ☐ Early Childhood Care & Education
- ☐ Electrical
- ☐ Electromechanical Technology
- ☐ Electronics Engineering Technology
- ☐ Entrepreneurship
- ☐ Environmental Technology
- ☐ Events & Conventions Management
- ☐ Executive Secretary
- ☐ Farm Machinery
- ☐ Golf Business Management
- ☐ Golf Club Management
- ☐ Heating, Ventilation & Air Conditioning
- ☐ Hotel & Restaurant Management
- ☐ Human Resource Management
- ☐ Human Services
- ☐ Information Systems Technology
- ☐ Introductory Cooking
- ☐ Journalism
- ☐ Justice Preparatory Program
- ☐ Learning Management
- ☐ Legal Secretary
- ☐ Life Skills Coach Training
- ☐ Machinist
- ☐ Marine Engineering
- ☐ Medical Support Services
- ☐ The New Enterprise Store
- ☐ Nursing Assistant
- ☐ Paramedicine
- ☐ Pastry Arts
- ☐ Photography
- ☐ Plumbing
- ☐ Police Science (Cadet)
- ☐ Power Engineering
- ☐ Private Policing & Assets Protection
- ☐ Recreation & Leisure Management
- ☐ Renewable Resource Technology
- ☐ Retail Sales & Marketing
- ☐ Secretary
- ☐ Small Business Counselling Program
- ☐ Steamfitting/Pipefitting
- ☐ Tourism & Travel Management
- ☐ Tourism Marketing & Advertising
- ☐ Urban & Rural Planning Technology
- ☐ Visual Communications
- ☐ Welding
- ☐ Welding Fabrication
- ☐ Other (Please specify):

_____

_____

9. **If you indicated in question 7 that you plan to attend university, what will be your major area of study? *(Check only one)***

- ☐ Agriculture & Biological Sciences
- ☐ Arts & Science - General
- ☐ Commerce & Administration
- ☐ Education
- ☐ Engineering & Applied Sciences
- ☐ Fine & Applied Arts
- ☐ Health Professions
- ☐ Humanities & Related
- ☐ Mathematical & Physical Sciences
- ☐ Social Sciences
- ☐ Other (Please specify)_____

OCCUPATIONAL PLANS OR FURTHER STUDY PLANS

10. **What are your plans after completing your program or degree? *(Check only one)***

- ☐ To get a job on PEI
- ☐ To get a job off-Island
- ☐ Take further studies
- ☐ Unsure
- ☐ Other (Please specify): _____

11. **Do you plan to stay on PEI on a permanent basis?**

- ☐ Yes ***(Skip to question 13)***
- ☐ Unsure
- ☐ No

12. **Do you hope to return to PEI at some future time?**

- ☐ Yes
- ☐ Unsure
- ☐ No

13. **What type of job will you be looking for?** (Wherever possible, please use at least two words to describe your choice of job or occupation. i.e. - radio announcer or service attendant)

_____

_____

14. **Do you plan to register as an apprentice?**

- ☐ Yes
- ☐ No ***(Skip to question 16)***

15. If yes, please indicate in which of the following trades: *(Check only one)*

- ☐ Automotive Service Technician
- ☐ Baker
- ☐ Bricklayer
- ☐ Cabinetmaker
- ☐ Carpenter
- ☐ Construction Electrician
- ☐ Cook
- ☐ Farm Equipment Mechanic
- ☐ Heavy Duty Equipment Mechanic
- ☐ Industrial Electrician
- ☐ Industrial Mechanic-Millwright
- ☐ Machinist
- ☐ Motor Vehicle Body Repair
- ☐ Oil Burner Mechanic
- ☐ Plumber
- ☐ Powerline Technician
- ☐ Production Equipment Mechanic
- ☐ Refrigeration and Air Conditioning Mechanic
- ☐ Service Station Mechanic
- ☐ Sheet Metal Worker
- ☐ Steamfitter-Pipefitter
- ☐ Truck and Transport Mechanic
- ☐ Welder

16. Do you expect to find work in your chosen occupation on PEI?

☐ Yes ☐ Unsure
☐ No

17. Have you considered establishing your own business?

☐ Yes
☐ No

If Yes, what type of business?

_____

_____

18. Do you think that you will be able to completely achieve your job or career plans?

☐ Yes ☐ Unsure
☐ No

If "No" or "Unsure", why?

_____

_____

19. What single factor would best help you achieve your job or career goals?

_____

_____

20. What do you think you will be doing five years after you leave high school? ***(Check only one)***

- ☐ Working in the paid labour force
- ☐ Working as a full-time homemaker
- ☐ Still studying
- ☐ Unsure
- ☐ Other (Please specify): _____

21. How long do you plan to work in the paid labour force? ***(Check only one)***

- ☐ Less than 5 years
- ☐ 5 - 10 years
- ☐ 11 - 20 years
- ☐ More than 20 years
- ☐ I do not plan on working

HIGH SCHOOL GUIDANCE SERVICES

22. Since entering Grade 10, have you ever met with a School Counsellor . . .

a) - for help in choosing courses?

- ☐ Yes
- ☐ No

If No, why not?_____

_____

b) - for help in planning your career?

- ☐ Yes
- ☐ No

If No, why not? _____

_____

23. Since entering Grade 10, have you ever met with a Labour Market Outreach Worker?

☐ Yes ☐ No

24. Have you ever done the *Choices Career Planning* program in selecting an occupation or career?

☐ Yes ☐ No ***(Skip to question 26)***

25. **How helpful did you find the *Choices Career Planning* Program in selecting an occupation or career?** ***(Check only one)***

- ☐ Very helpful
- ☐ Helpful
- ☐ Not at all helpful

If you chose "Not at all helpful", why not?_____

_____

INFLUENCES ON COURSE SELECTION AND CAREER PLANNING

26. **Listed are some of the factors that may have influenced you when you were choosing courses. Please check the ones that influenced you the most.** ***(Check no more than 4)***

- ☐ Ability
- ☐ Advertising
- ☐ Brother(s)/Sister(s)
- ☐ Career Day
- ☐ Choice of Career
- ☐ Easy Courses
- ☐ Father/Male Guardian
- ☐ Friends
- ☐ Guidance Counsellor(s)
- ☐ Marks
- ☐ Media (Books, TV, Movies)
- ☐ Mother/Female Guardian
- ☐ Personal Interest
- ☐ Schedule/Timetable
- ☐ Teacher(s)
- ☐ Other (Please specify) _____

_____

27. **Listed are some of the factors that may influence you when you are choosing a job or career. Please check the ones that influence you the most.** ***(Check no more than 4)***

- ☐ Ability
- ☐ Advertising
- ☐ Brother(s)/Sister(s)
- ☐ Career Day
- ☐ Easy Courses
- ☐ Father/Male Guardian
- ☐ Friends
- ☐ Guidance Counsellor(s)
- ☐ Marks
- ☐ Media (Books, TV, Movies)
- ☐ Mother/Female Guardian
- ☐ Personal Interest
- ☐ Schedule/Timetable
- ☐ Teacher(s)
- ☐ Other (Please specify)_____

_____

As this survey is intended to track Prince Edward Island graduates, we may wish to contact you in the future to determine the status of your labour market or post-graduation activities.

The Department of Education would like to thank you for your cooperation with this survey. All information collected through this survey is strictly confidential, and at no point will any individual information be released.

Questions destinées aux élèves de 12e année:

LES RENSEIGNEMENTS PERSONNELS SERONT GARDÉS STRICTEMENT CONFIDENTIELS

Nom : (en lettres moulées)	**Prénom et initiales :**

Adresse :	
	Code postal :

Téléphone (rés.) :	**Le ou les numéros de la personne-ressource permanente (grands-parents, etc., permettant possiblement de faire l'enquête de suivi)**

Adresse de courriel : (Mentionner « aucune » s'il n'y en a pas)

RENSEIGNEMENTS DE BASE :

1. **Quelle école fréquentez-vous?**

- ☐ École secondaire Bluefield
- ☐ École secondaire Charlottetown Rural
- ☐ École secondaire de 2e cycle Colonel Gray
- ☐ École François-Buote
- ☐ École Évangéline
- ☐ École Grace Christian
- ☐ École secondaire des 1er et 2e cycles Kensington
- ☐ École secondaire régionale Kinkora
- ☐ École secondaire régionale Montague
- ☐ École secondaire régionale Morell
- ☐ École secondaire régionale Souris
- ☐ École secondaire de 2e cycle Three Oaks
- ☐ École polyvalente Westisle

2. **Sexe :**

☐ Femme ☐ Homme

3. **Avec qui demeurez-vous la plupart du temps?** ***(Ne cochez qu'une seule case)***

- ☐ Mère / tutrice
- ☐ Père / tuteur
- ☐ Parents / tuteurs
- ☐ Autre (Veuillez préciser) : _____

4. **Depuis combien de temps demeurez-vous à l'Î.-P.-É.?**

- ☐ Depuis moins de 5 ans
- ☐ De 6 à 10 ans
- ☐ 10 ans et plus

CHOIX DES COURS DES ÉTUDES SECONDAIRES

5. **En utilisant les codes des cours (ex. MAT421, ANG631, BIO621), veuillez indiquer ci-dessous tous les cours que vous avez suivis en 10e, 11e et 12e années. Veuillez inclure tous les cours de formation en exploration de carrière et les cours préalables à la formation professionnelle ou technique.**

10e année	11e année	12e année

6. **Quel cours préalable à la formation technique souhaiteriez-vous que l'on vous offre à votre école secondaire qui n'est pas offert actuellement?**

_____

ATTENTES PERSONNELLES APRÈS LES ÉTUDES SECONDAIRES

7. **Que prévoyez-vous faire immédiatement après les études secondaires?** ***(Ne cochez qu'une seule case)***

- ☐ Obtenir du travail à l'Île ***(Passez à la question 14)***
- ☐ Obtenir du travail à l'extérieur de l'Île ***(Passez à la question 14)***
- ☐ Fréquenter l'Université à l'Î.-P.-É. ***(Passez à la question 9)***
- ☐ Fréquenter le Collège Holland à l'Î.-P.-É.
- ☐ Fréquenter le Collège de l'Acadie
- ☐ Fréquenter l'*Academy of Learning* à l'Î.-P.-É.
- ☐ Fréquenter *Career Skills*
- ☐ Fréquenter le *Compu College School of Business*
- ☐ Fréquenter le *Hair Concepts Training Centre*
- ☐ Fréquenter *J.V.I. Driver Training School*
- ☐ Fréquenter *Marguerite Connolly Training*
- ☐ Fréquenter *ProTrain Truck Driving School*
- ☐ Fréquenter *Strait Flying Inc.*
- ☐ Fréquenter le *Harmony Training Centre*
- ☐ Fréquenter le Collège Keyin
- ☐ Fréquenter *Montague Computer*
- ☐ Fréquenter une école technique / un collège communautaire à l'extérieur de l'Île
- ☐ Terminer mes études pour obtenir mon diplôme d'études secondaires
- ☐ Je ne sais pas
- ☐ Autre (Veuillez préciser) _____

8. Si vous avez indiqué à la question 7 que vous planifiez de fréquenter un collège communautaire, un collège technique ou une école de formation privée, quel programme entendez-vous prendre? ***(Ne cochez qu'une seule case)***

- ☐ Technologie comptable
- ☐ Adjoint administratif
- ☐ Entretien des aéronefs
- ☐ Technologie aquicole
- ☐ Technologie de l'architecture
- ☐ Débosselage
- ☐ Technique de l'automobile
- ☐ Administration des affaires
- ☐ Développement des systèmes d'information sur les entreprises
- ☐ Technologie de l'information de l'entreprise
- ☐ Ébénisterie
- ☐ Télécentre et excellence du service à la clientèle
- ☐ Menuiserie
- ☐ Éducateurs à l'enfance
- ☐ Techniques du génie civil
- ☐ Formation préparatoire au collège
- ☐ Techniques de génie informatique
- ☐ Surveillance de la préservation de l' environnement
- ☐ Technologie de la construction
- ☐ Agent de correction
- ☐ Esthétique
- ☐ Arts culinaires
- ☐ Officier de pont
- ☐ Assistance dentaire
- ☐ Soins et éducation à la petite enfance
- ☐ Électrotechnique
- ☐ Électromécanique
- ☐ Techniques de génie électronique
- ☐ Esprit d'entreprise
- ☐ Écotechnologie
- ☐ Gestion d'événements et de congrès
- ☐ Secrétaire de direction
- ☐ Machinerie agricole
- ☐ Gestion d'entreprise du golf
- ☐ Gestion du club de golf
- ☐ Chauffage, ventilation et conditionnement d'air
- ☐ Gestion d'hôtel et de restaurant
- ☐ Direction des ressources humaines
- ☐ Services à la personne
- ☐ Technologie des systèmes d'information
- ☐ Initiation à la cuisine
- ☐ Journalisme
- ☐ Programme préparatoire aux études de droit
- ☐ Gestion de la formation
- ☐ Secrétaire juridique
- ☐ Formation d'animateur de cours en connaissances pratiques
- ☐ Machiniste
- ☐ Mécanique navale
- ☐ Services médicaux de soutien
- ☐« The New Enterprise Store »
- ☐ Infirmière auxiliaire
- ☐ Auxiliaire paramédical
- ☐ Pâtisserie
- ☐ Photographie
- ☐ Plomberie
- ☐ Techniques policières (élève)
- ☐ Génie en matière d'énergie
- ☐ Détective privé et protection des biens
- ☐ Gestion des loisirs et des sports
- ☐ Technologie des ressources renouvelables
- ☐ Ventes au détail et marketing
- ☐ Secrétaire
- ☐ Programme de counseling auprès de la petite entreprise
- ☐ Tuyauteur / Monteur de tuyaux à vapeur
- ☐ Tourisme et Gestion des voyages
- ☐ Commercialisation et publicité en tourisme
- ☐ Urbanisme et aménagement rural
- ☐ Communication visuelle
- ☐ Soudure
- ☐ Soudage et fabrication
- ☐ Autre (Veuillez préciser) _____

9. **Si vous avez indiqué à la 7e question que vous projetez de fréquenter l'université, quel sera votre principal domaine d'études?** ***(Ne cochez qu'une seule case)***

- ☐ Agriculture et sciences biologiques
- ☐ Arts et sciences - Général
- ☐ Commerce et administration
- ☐ Éducation
- ☐ Ingénierie et sciences appliquées
- ☐ Beaux-arts et arts appliqués
- ☐ Professions de la santé
- ☐ Sciences humaines et connexes
- ☐ Mathématiques et physique
- ☐ Sciences sociales
- ☐ Autre (Veuillez préciser)_____

OCCUPATION OU PLAN D'ÉTUDES PROJETÉ

10. **Quels sont vos plans après avoir terminé votre programme ou obtenu votre diplôme?** ***(Ne cochez qu'une seule case)***

- ☐ Obtenir du travail à l'Î.-P.-É.
- ☐ Obtenir du travail à l'extérieur de l'Île
- ☐ Entreprendre d'autres études
- ☐ Je ne sais pas
- ☐ Autre (Veuillez préciser): _____

11. **Planifiez-vous demeurer à l'Î.-P.-É. de façon permanente?**

☐ Oui ☐ Je ne sais pas
☐ Non

12. **Croyez-vous revenir un jour à l'Î.-P.-É.?**

☐ Oui ☐ Je ne sais pas
☐ Non

13. **Quel genre de travail recherchez-vous?** (Lorsque c'est nécessaire, employez plus d'un mot pour décrire votre choix de travail ou d'occupation, par exemple, animateur de radio ou préposé aux services)

_____

_____

14. **Planifiez-vous vous inscrire comme apprenti?** ☐ **Oui** ☐ **Non**

15. Si vous répondez oui, veuillez indiquer dans lequel des métiers suivants : *(Ne cochez qu'une seule case)*

- ☐ Mécanicien de véhicules automobiles
- ☐ Boulanger
- ☐ Briqueteur
- ☐ Ébéniste
- ☐ Charpentier
- ☐ Électricien de construction
- ☐ Cuisinier
- ☐ Mécanicien en équipement agricole
- ☐ Mécanicien d'équipement lourd
- ☐ Électricien industriel
- ☐ Machiniste
- ☐ Débosselage
- ☐ Mécanicien de brûleurs à mazout
- ☐ Plombier
- ☐ Monteur de lignes sous tension
- ☐ Mécanicien de machines de production
- ☐ Mécanicien frigoriste et d'appareils de climatisation
- ☐ Mécanicien de station-service
- ☐ Tôlier
- ☐ Tuyauteur
- ☐ Mécanicien de camion et de transport
- ☐ Soudeur

16. Espérez-vous trouver du travail à l'Î.-P.-É. dans le domaine que vous aurez choisi?

☐ Oui ☐ Non ☐ Je ne sais pas

17. Avez-vous considéré démarrer votre entreprise?

☐ Oui ☐ Non

Si vous avez répondu oui, quel genre d'entreprise?

_____

_____

18. Croyez-vous être capable de réaliser complètement vos plans de travail ou de carrière?

☐ Oui ☐ Je ne sais pas

☐ Non

Si vous avez répondu « Non » ou « Je ne sais pas », pourquoi?

_____

_____

19. S'il n'y avait qu'un seul élément qui devait vous aider à mener à bien vos objectifs de travail ou de carrière, lequel serait-ce?

_____

_____

20. Que pensez-vous faire dans cinq ans?
(Ne cochez qu'une seule case)

- ☐ Travail rémunéré
- ☐ Homme / Femme au foyer
- ☐ Encore aux études
- ☐ Je ne sais pas
- ☐ Autre (Veuillez préciser) :

_____

21. **Combien de temps croyez-vous faire partie de la population active?** ***(Ne cochez qu'une seule case)***

- ☐ Moins de 5 ans
- ☐ De 5 à 10 ans
- ☐ De 11 à 20 ans
- ☐ Plus de 20 ans
- ☐ Je ne prévois pas travailler

SERVICES D'ORIENTATION AU SECONDAIRE

22. **Depuis que vous êtes en 10e année, avez-vous déjà rencontré un orienteur scolaire :**

a) **- afin d'obtenir de l'aide dans votre choix de cours?**

- ☐ Oui
- ☐ Non

Si vous avez répondu non, pourquoi?_____
_____

b) **- afin d'obtenir de l'aide pour planifier votre carrière?**

- ☐ Oui
- ☐ Non

Si vous avez répondu non, pourquoi?_____
_____

23. **Depuis que vous êtes en 10e année, avez-vous déjà rencontré un dépisteur du marché du travail?**

☐ Oui ☐ Non

24. **Avez-vous déjà fait un programme de planification de choix de carrière en choisissant une occupation ou une carrière?**

☐ Oui ☐ Non ***(Passez à la question 26)***

25. **Jusqu'à quel point avez-vous trouvé utile le programme de planification de choix de carrière en choisissant une occupation ou une carrière?** ***(Ne cochez qu'une seule case)***

- ☐ Très utile
- ☐ Utile
- ☐ Pas utile du tout

Si vous avez répondu « Pas utile du tout », pourquoi? _____
_____

INFLUENCES DES CHOIX DE COURS ET DE LA PLANIFICATION DE CARRIÈRE

26. Voici une liste de certains facteurs pouvant vous influencer lors de votre choix de cours. Veuillez cocher ceux qui vous ont le plus influencé.***(Ne cochez pas plus de 4 cases)***

- ☐ Compétence
- ☐ Publicité
- ☐ Frères et soeurs
- ☐ Journée de la carrière
- ☐Choix de carrière
- ☐ Facilité des cours
- ☐ Père / Tuteur
- ☐Amis
- ☐ Conseiller d'orientation professionnelle
- ☐ Notes
- ☐ Médias (livres, télévision, cinéma)
- ☐ Mère / tutrice
- ☐ Intérêt personnel
- ☐ Horaire / Emploi du temps
- ☐ Enseignants
- ☐ Autre (Veuillez préciser)_____

_____

27. Voici une liste de certains facteurs pouvant vous influencer lors de votre choix de travail ou de carrière. Veuillez cocher ceux qui vous ont le plus influencé.***(Ne cochez pas plus de 4 cases)***

- ☐ Compétence
- ☐ Publicité
- ☐ Frères et soeurs
- ☐ Journée de la carrière
- ☐ Choix de carrière
- ☐ Facilité des cours
- ☐ Père / Tuteur
- ☐ Amis
- ☐ Conseiller d'orientation professionnelle
- ☐ Notes
- ☐ Médias (livres,télévision, cinéma)
- ☐ Mère / tutrice
- ☐ Intérêt personnel
- ☐ Horaire / Emploi du temps
- ☐ Enseignants
- ☐ Autre (Veuillez préciser)_____

_____

Appendix B

1. **Which school are you attending?**

	Frequency	Valid Percent
Bluefield High	207	15.8
Charlottetown Rural High	168	12.9
Colonel Gray Senior High	149	11.4
Ecole Evangeline	13	1.0
Ecole Francois-Buote	8	0.6
Grace Christian School	16	1.2
Kensington Intermediate/Senior High	72	5.5
Kinkora Regional High	40	3.1
Montague Regional High	180	13.8
Morell Regional High	45	3.4
Souris Regional High	72	5.5
Three Oaks Senior High	150	11.5
Westisle Composite High	187	14.3
Total	1307	100.0

2. **Sex**

	Frequency	Valid Percent
Female	697	53.3
Male	610	46.7
Total	1307	100.0

3. **With whom do you live most of the time?**

	Frequency	Valid Percent
Mother/Female Guardian	235	18.0
Father/Male Guardian	50	3.8
Both Parents/Guardians	969	74.4
Other	48	3.7
Total	1302	100.0
No Response	5	
Total	1307	

4. **What community do you live in?**

	Frequency	Valid Percent
Albany	10	0.8
Alberton	29	2.2
Bedeque	5	0.4
Belfast	24	1.8
Belle River	7	0.5
Bloomfield	14	1.1
Bonshaw	13	1.0
Borden	16	1.2
Cardigan	23	1.8
Charlottetown	229	17.5
Cornwall	102	7.8
Covehead	6	0.5
Crapaud	13	1.0
Ellerslie	14	1.1
Elmsdale	16	1.2
Georgetown	8	0.6
Hunter River	38	2.9
Kensington	67	5.1
Kinkora	16	1.2
Miscouche	14	1.1
Montague	85	6.5
Morell	18	1.4
Mount Stewart	28	2.1
Murray Harbour	6	0.5
Murray River	12	0.9
North Rustico	12	0.9
North Wiltshire	21	1.6
O Leary	47	3.6
Richmond	11	0.8
Souris	69	5.3
St. Louis	6	0.5
St. Peters	10	0.8
Stratford	44	3.4
Summerside	121	9.3
Tignish	45	3.4
Tyne Valley	9	0.7
Vernon Bridge	9	0.7
Vernon River	7	0.5
Wellington	13	1.0
Winsloe	40	3.1
York	12	0.9
No Response	18	1.4
Total	1307	100.0

5. How long have you been a resident of PEI?

	Frequency	Valid Percent
Less than 5 years	75	5.8
6 - 10 years	76	5.9
10 years or more	1144	88.3
Total	1295	100.0
No Response	12	
Total	1307	

6 (a). What are your Immediate plans after High School?

	Frequency	Valid Percent
Job on PEI	148	11.4
Job off PEI	50	3.8
UPEI	363	27.9
University off PEI	322	24.7
Holland College on PEI	183	14.1
Community College off PEI	43	3.3
College de l'Acadie	3	0.2
Career Skills	1	0.1
Compu College	11	0.8
Hair Concepts	8	0.6
J.V.I. Driver	4	0.3
Marguerite Connolly	1	0.1
ProTrain Truck	2	0.2
Strait Flying	1	0.1
Upgrade High School	39	3.0
Unsure	72	5.5
Other	51	3.9
Total	1302	100.0
No Response	5	
Total	1307	

6 (b). Comparison of Males' and Females' plans after High School.

	Male		Female	
	Frequency	Valid Percent	Frequency	Valid Percent
Job on PEI	91	15.0	57	8.2
Job off PEI	30	4.9	20	2.9
UPEI	135	22.2	228	32.9
University off PEI	123	20.2	199	28.7
Holland College on PEI	96	15.8	87	12.5
Community College off PEI	24	3.9	19	2.7
College de l'Acadie	0	0	3	0.4
Career Skills	1	0.2	0	0
Compu College	7	1.2	4	0.6
Hair Concepts	1	0.2	7	1.0
J.V.I. Driver	4	0.7	0	0
Marguerite Connolly	0	0	1	0.1
ProTrain Truck	2	0.3	0	0
Straight Flying	1	0.2	0	0
Upgrade High School	25	4.1	14	2.0
Unsure	37	6.1	35	5.0
Other	31	5.1	20	2.9
Total	608	100.0	694	100.0

6 (c). Francophone students' immediate plans after high school.

	Frequency	Valid Percent
Job on PEI	2	9.5
UPEI	5	23.8
University off PEI	7	33.3
Com. College off PEI	3	14.3
College de l'Acadie	3	14.3
Upgrade High School	1	4.8
Total	21	100.0

7. **What program do you plan to take at a technical or community college?**

	Frequency	Valid Percent
Accounting	6	1.9
Aircraft Maintenance	1	0.3
Architect	5	1.6
Auto Body Repair	6	1.9
Automotive Technology	11	3.5
Business Administration	17	5.5
Business Information Systems	2	0.6
Business Information Technology	11	3.5
Carpentry	8	2.6
Child & Youth Care Worker	15	4.8
Civil Technology	1	0.3
Computer Engineer	17	5.5
Conservation Enforcement	1	0.3
Construction Technology	6	1.9
Correctional Officer	1	0.3
Cosmetology	15	4.8
Culinary Arts	7	2.3
Early Childhood Care & Education	11	3.5
Electrical	6	1.9
Electromechanical Technology	2	0.6
Electronics Engineer	6	1.9
Entrepreneurship	1	0.3
Environmental Technology	3	1.0
Executive Secretary	1	0.3
Farm Machinery	1	0.3
Golf Club Management	1	0.3
Ventilation Control	1	0.3
Hotel & Restaurant Management	3	1.0
Human Resource Management	1	0.3
Human Services	4	1.3
Information Systems Technology	3	1.0
Introductory Cooking	1	0.3
Journalism	6	1.9
Justice Preparatory Program	2	0.6
Learning Management	1	0.3
Legal Secretary	7	2.3
Machinist	6	1.9
Marine Engineer	1	0.3
Medical Support	6	1.9
Nursing Assistant	15	4.8
Paramedicine	4	1.3
Pastry Arts	1	0.3

Photography	3	1.0
Plumbing	1	0.3
Police Science (Cadet)	6	1.9
Recreation & Leisure Management	3	1.0
Renewable Resource Technology	2	0.6
Retail Sales & Marketing	1	0.3
Secretary	6	1.9
Steamfitting/Pipefitting	1	0.3
Tourism & Travel Management	16	5.1
Tourism Marketing & Advertising	1	0.3
Visual Communications	5	1.6
Welding	4	1.3
Welding Fabrication	1	0.3
Other	37	11.9
Total	311	100.0
No Response	996	
Total	1307	

8 (a). At University, what will be your major area of study?

	Frequency	Valid Percent
Agriculture Sciences	51	7.8
Arts & Science	173	26.4
Commerce	93	14.2
Education	49	7.5
Engineering	56	8.5
Fine & Applied Sciences	40	6.1
Health Professions	82	12.5
Humanities & Related	14	2.1
Mathematical Sciences	23	3.5
Social Sciences	26	4.0
Other	49	7.5
Total	656	100
No Response	651	
Total	1307	

8 (b). Comparison of Males' and Females' area of study.

	Male		Female	
	Frequency	Valid Percent	Frequency	Valid Percent
Agriculture Sciences	22	9.0	29	7.0
Arts & Science	56	23.0	117	28.4
Commerce	43	17.6	50	12.1
Education	16	6.6	33	8.0
Engineering	42	17.2	14	3.4
Fine & Applied Sciences	10	4.1	30	7.3
Health Professions	13	5.3	69	16.7
Humanities & Related	2	0.8	12	2.9
Mathematical Sciences	12	4.9	11	2.7
Social Sciences	6	2.5	20	4.9
Other	22	9.0	27	6.6
Total	244	100.0	412	100.0

9. Plans after completing program or degree?

	Frequency	Valid Percent
Job on PEI	250	23.1
Job off PEI	216	20.0
Further Studies	263	24.3
Unsure	297	27.5
Other	55	5.1
Total	1081	100.0
No Response	226	
Total	1307	

10. Will you stay on PEI on a permanent basis?

	Frequency	Valid Percent
Yes	215	19.5
No	358	32.5
Unsure	527	47.9
Total	1100	100.0
No Response	207	
Total	1307	

11. Do you hope to return to PEI at some future time?

	Frequency	Valid Percent
Yes	544	57.4
No	68	7.2
Unsure	335	35.4
Total	947	100.0
No Response	360	
Total	1307	

12 (a). Do you plan to register as an apprentice?

	Frequency	Valid Percent
Yes	103	7.9
No	1203	92.1
Total	1306	100.0
No Response	1	
Total	1307	

12 (b). Which trade?

	Frequency	Valid Percent
Automotive Service	15	14.7
Baker	1	1.0
Bricklayer	1	1.0
Cabinetmaker	1	1.0
Carpenter	24	23.5
Construction Electrician	5	4.9
Cook	10	9.8
Heavy Duty Equipment Mechanic	2	2.0
Industrial Electrician	2	2.0
Machinist	6	5.9
Motor Vehicle Body Repair	10	9.8
Oil Burner Mechanic	1	1.0
Plumber	3	2.9
Refrigeration and Air Mechanic	1	1.0
Steamfitter/Pipefitter	3	2.9
Truck & Transport Mechanic	3	2.9
Welder	14	13.7
Total	102	100.0
No Response	1205	
Total	1307	

13. Do you expect to find work in your chosen occupation on PEI?

	Frequency	Valid Percent
Yes	525	41.1
No	252	19.7
Unsure	499	39.1
Total	1276	100.0
No Response	31	
Total	1307	

14. Have you considered establishing your own business?

	Frequency	Valid Percent
Yes	466	36.2
No	822	63.8
Total	1288	100.0
No Response	19	
Total	1307	

15. What type of job will you be looking for?

	2001		2000		1999	
	Count	Percent	Count	Percent	Count	Percent
Accountant	30	3.1	41	4.8	51	5.0
Actor/Actress	6	0.6	7	0.8	6	0.6
Animator/Artist	13	1.4	8	0.9	33	3.3
Architect	18	1.9	4	0.5	4	0.4
Business Owner or Manager	59	6.2	42	4.9	69	6.8
Carpenter	15	1.6	8	0.9	5	0.5
Child Care	22	2.3	30	3.5	31	3.1
Computer Technology	49	5.1	67	7.8	71	7.0
Conservation Officer	15	1.6	9	1	9	0.9
Cook/Chef	7	0.7	15	1.7	18	1.8
Cosmetology	23	2.4	11	1.3	23	2.3
Doctor	53	5.5	55	6.4	52	5.1
Engineer	42	4.4	32	3.7	30	3.0
Farmer	3	0.3	5	0.6	9	0.9
Film Director/Producer	9	0.9	2	0.2	3	0.3
Fishing	1	0.1	2	0.2	9	0.9
Lawyer	34	3.5	27	3.1	20	2.0
Marine Biologist	10	1	7	0.8	7	0.7
Mechanic	22	2.3	17	2	46	4.5
Media Worker/Reporter	12	1.3	13	1.5	31	3.1
Military Service	10	1	4	0.5	8	0.8
Musician	16	1.7	6	0.7	10	1.0
Nurse	50	5.2	31	3.6	29	2.9
Other Medical	38	4	17	2	27	2.7
Pharmacist	14	1.5	12	1.4	3	0.3
Physiotherapist	1	2	22	2.5	14	1.4
Police Officer	24	2.5	33	3.8	44	4.3
Psychologist	28	2.9	15	1.7	25	2.5
Secretary	12	1.3	10	1.2	12	1.2
Social Worker	49	5.1	42	4.9	46	4.5
Teacher	122	12.7	113	13.1	97	9.6
Travel Agent	13	1.4	16	1.9	12	1.2
Truck Driver	8	0.8	5	0.6	4	0.4
Other	111	11.6	134	15.5	157	15.5
Total	959	100	863	100	1015	100.0
No Response	348		380		285	
Total	1307		1243		1300	

16. **Do you think you are capable of achieving your career plans?**

	Frequency	Valid Percent
Yes	1029	79.5
No	21	1.6
Unsure	244	18.9
Total	1294	100.0
No Response	13	
Total	1307	

17. **What do you think you will be doing 5 years after you leave High School?**

	Frequency	Valid Percent
Work in labour force	513	39.7
Full-time homemaker	10	0.8
Still studying	450	34.8
Unsure	290	22.4
Other	29	2.2
Total	1292	100.0
No Response	15	
Total	1307	

18. **How long do you plan to work in the paid labour force?**

	Frequency	Valid Percent
Less than 5 years	127	10.2
5 - 10 years	124	10.0
11 - 20 years	202	16.3
More than 20 years	761	61.2
I do not plan on working	29	2.3
Total	1243	100.0
No Response	64	
Total	1307	

19 (a). **Have you met with a School Counsellor for help choosing courses?**

	Frequency	Valid Percent
Yes	832	64.3
No	461	35.7
Total	1293	100.0
No Response	14	
Total	1307	

19 (b). **Have you met with a School Counsellor for help planning your career?**

	Frequency	Valid Percent
Yes	688	53.5
No	598	46.5
Total	1286	100.0
No Response	21	
Total	1307	

20. **Have you met with a Labour Market Outreach Worker?**

	Frequency	Valid Percent
Yes	400	31.1
No	885	68.9
Total	1285	100.0
No Response	22	
Total	1307	

21. **Have you used the Choices Career Planning to help in selecting career?**

	Frequency	Valid Percent
Yes	702	54.5
No	586	45.5
Total	1288	100.0
No Response	19	
Total	1307	

22. **How helpful was the Choices Career Planning?**

	Frequency	Valid Percent
Very helpful	75	11.1
Helpful	399	59.3
Not at all helpful	199	29.6
Total	673	100.0
No Response	634	
Total	1307	

23. **Listed are some of the factors that may have influenced you when you were choosing courses. Please check the ones that influenced you the most. (Check no more than 4)**

	Frequency	Valid Percent
Ability	647	49.5
Advertising	43	3.3
Brother(s)/Sister(s)	181	13.8
Career Day	105	8.0
Choice of Career	460	35.2
Easy Course	164	12.5
Father/Male Guardian	193	14.8
Friends	423	32.4
Marks	437	33.4
Media	77	5.9
Mother/Female Guardian	212	16.2
Personal Interest	998	76.4
Schedule/Timetable	125	9.6
School Counsellor	170	13.0
Teacher(s)	302	23.1
Other	43	3.3

24. **Listed are some of the factors that may have influenced you when you were choosing a job or career. Please check the ones that influenced you the most. (Check no more than 4)**

	Frequency	Valid Percent
Ability	794	60.7
Advertising	105	8.0
Brother(s)/Sister(s)	87	6.7
Career Day	146	11.2
Easy Course	44	3.4
Father/Male Guardian	197	15.1
Friends	294	22.5
Marks	361	27.6
Media	143	10.9
Mother/Female Guardian	214	16.4
Personal Interest	1036	79.3
Schedule/Timetable	117	9.0
School Counsellor	100	7.7
Teacher(s)	150	11.5
Other	85	6.5

Appendix C

Anglophone High School Course Selections Grade 10 through to 12:
(Total based on the 1,194 Anglophone students who responded to the question)

		Grade 10		Grade 11		Grade 12		Total
Course Selection		#	%	#	%	#	%	%
Academic English	421	1,138	95.3%	17	1.4%	1	0.1%	96.8%
	521	12	1.0%	1,024	85.8%	34	2.8%	89.6%
	621	1	0.1%	4	0.3%	996	83.4%	83.8%
Academic Math	421	1,104	92.5%	40	3.4%	2	0.2%	96.0%
	521			976	81.7%	64	5.4%	87.1%
	621			7	0.6%	859	71.9%	72.5%
Academic Science	421	1,051	88.0%	31	2.6%	3	0.3%	90.9%
Physical Education	401	752	63.0%			1	0.1%	63.1%
(Leadership)	621			10	0.8%	157	13.1%	14.0%
(Life Style)	801	3	0.3%	282	23.6%	54	4.5%	28.4%
Chemistry	521	5	0.4%	704	59.0%	28	2.3%	61.7%
	621			5	0.4%	559	46.8%	47.2%
Academic Biology	521	24	2.0%	672	56.3%	21	1.8%	60.1%
	621			8	0.7%	553	46.3%	47.0%
Typing	701	445	37.3%	89	7.5%	13	1.1%	45.9%
French (Core)	421	500	41.9%	2	0.2%	1	0.1%	42.1%
	521	3	0.3%	237	19.8%	5	0.4%	20.5%
	621					205	17.2%	17.2%
Academic Canadian Law	521	12	1.0%	456	38.2%	31	2.6%	41.8%
Physics	521	1	0.1%	468	39.2%	17	1.4%	40.7%
	621			6	0.5%	377	31.6%	32.1%
Academic History	421	477	39.9%	1	0.1%	3	0.3%	40.3%
	521	16	1.3%	229	19.2%	6	0.5%	21.0%
	621	3	0.3%	18	1.5%	310	26.0%	27.7%
Computer Literacy	421	419	35.1%	33	2.8%	10	0.8%	38.7%
	521	4	0.3%	25	2.1%	4	0.3%	2.8%
	621			16	1.3%	167	14.0%	15.3%
	701	30	2.5%	93	7.8%	2	0.2%	10.5%
	801			2	0.2%	5	0.4%	0.6%
Writing	521	176	14.7%	219	18.3%	30	2.5%	35.6%
Academic Geography	421	381	31.9%	9	0.8%	3	0.3%	32.9%
	521	1	0.1%	246	20.6%	14	1.2%	21.9%
	621			3	0.3%	96	8.0%	8.3%
Introductory Economics	621			11	0.9%	289	24.2%	25.1%
Family Life Education	421	280	23.5%	9	0.8%	2	0.2%	24.4%
	621			10	0.8%	120	10.1%	10.9%

Geometry	521	8	0.7%	278	23.3%	1	0.1%	**24.0%**
Advanced Calculus	611			1	0.1%	265	22.2%	**22.3%**
Agriscience	801			85	7.1%	101	8.5%	**15.6%**
French Immersion	421	175	14.7%	2	0.2%			**14.8%**
	521			155	13.0%	2	0.2%	**13.1%**
	621			3	0.3%	128	10.7%	**11.0%**
Music	421	173	14.5%	1	0.1%			**14.6%**
	521			129	10.8%	4	0.3%	**11.1%**
	621					116	9.7%	**9.7%**
	801					31	2.6%	**2.6%**
The World of Business	701	87	7.3%	51	4.3%	32	2.7%	**14.2%**
Accounting	621			6	0.5%	161	13.5%	**14.0%**
	801			61	5.1%	57	4.8%	**9.9%**
Cooperative Work Study		6	0.5%	57	4.8%	88	7.4%	**12.6%**
PEI History	621					137	11.5%	**11.5%**
Art	401	124	10.4%	7	0.6%	1	0.1%	**11.1%**
	501	2	0.2%	79	6.6%	12	1.0%	**7.8%**
	601			2	0.2%	52	4.4%	**4.5%**
Foods & Nutrition	421	82	6.9%	26	2.2%	16	1.3%	**10.4%**
Introductory Politics	521	43	3.6%	74	6.2%	3	0.3%	**10.1%**
Advanced Political Studies	621			18	1.5%	94	7.9%	**9.4%**
English In Transition	421X	111	9.3%					**9.3%**
Language Arts	421	111	9.3%					**9.3%**
Oceanography	621			7	0.6%	101	8.5%	**9.0%**
Entrepreneurship	521	1	0.1%	74	6.2%	23	1.9%	**8.2%**
Media	531	24	2.0%	72	6.0%			**8.0%**
Advanced Keyboarding	801	3	0.3%	32	2.7%	57	4.8%	**7.8%**
Visual Communications	701	50	4.2%	29	2.4%	9	0.8%	**7.4%**
Welding	705	27	2.3%	32	2.7%	26	2.2%	**7.1%**
Motor Vehicle Repair	704	40	3.4%	41	3.4%	4	0.3%	**7.1%**
	804			7	0.6%	27	2.3%	**2.8%**
General Math	431	63	5.3%	12	1.0%	1	0.1%	**6.4%**
	531			105	8.8%	30	2.5%	**11.3%**
	631			1	0.1%	83	7.0%	**7.0%**
Advanced Chemistry	511			76	6.4%	1	0.1%	**6.4%**
	611			1	0.1%	41	3.4%	**3.5%**
Housing	621			4	0.3%	70	5.9%	**6.2%**
Conservation	521	29	2.4%	27	2.3%	17	1.4%	**6.1%**
Child Development	521	7	0.6%	52	4.4%	14	1.2%	**6.1%**
Advanced Algebra	511			69	5.8%			**5.8%**
	611			1	0.1%	72	6.0%	**6.1%**
Graphic Arts	701	30	2.5%	24	2.0%	12	1.0%	**5.5%**

Psychology	621X					66	5.5%	**5.5%**
General English	431	47	3.9%	10	0.8%			**4.8%**
	531			86	7.2%	10	0.8%	**8.0%**
	631					130	10.9%	**10.9%**
Carpentry	701	28	2.3%	21	1.8%	6	0.5%	**4.6%**
	801			15	1.3%	32	2.7%	**3.9%**
Theatre Arts	701	8	0.7%	25	2.1%	20	1.7%	**4.4%**
	801			1	0.1%	18	1.5%	**1.6%**
Animal Science	801			27	2.3%	18	1.9%	**4.2%**
General Science	431	41	3.4%	5	0.4%	3	0.3%	**4.1%**
Woodworking Fundamentals	705	22	1.8%	18	1.5%	6	0.5%	**3.9%**
Clothing	521	17	1.4%	23	1.9%	7	0.6%	**3.9%**
Personal Development	801			14	1.2%	31	2.6%	**3.8%**
Photography	801			9	0.8%	36	3.0%	**3.8%**
Hospitality/Tourism	801	1	0.1%	15	1.3%	27	2.3%	**3.6%**
Peer Counselling				8	0.7%	33	2.8%	**3.4%**
Record Keeping	701	26	2.2%	12	1.0%	1	0.1%	**3.3%**
Values Education	621			1	0.1%	38	3.2%	**3.3%**
Crafts	701	16	1.3%	14	1.2%	6	0.5%	**3.0%**
Industrial Arts	401	36	3.0%					**3.0%**
	601					4	0.3%	**0.3%**
	701	4	0.3%	12	1.0%			**1.3%**
	801			16	1.3%	18	1.5%	**2.8%**
Agriculture	621			3	0.3%	31	2.6%	**2.9%**
Foods & Clothing	421	31	2.6%	2	0.2%			**2.8%**
Power Mechanics	705	20	1.7%	8	0.7%	5	0.4%	**2.8%**
Drafting	701	16	1.3%	8	0.7%	9	0.8%	**2.8%**
	801			12	1.0%	32	2.7%	**3.7%**
General Human Biology	631	1	0.1%	1	0.1%	27	2.3%	**2.4%**
Advanced Biology	511			28	2.3%	1	0.1%	**2.4%**
	611					27	2.3%	**2.3%**
Dramatic Arts	801			12	1.0%	15	1.3%	**2.3%**
Cosmetology	701	18	1.5%	8	0.7%	1	0.1%	**2.3%**
	801			3	0.3%	5	0.4%	**0.7%**
Child Care	704	17	1.4%	8	0.7%	22		**2.1%**
General Canadian Law	531	1	0.1%	14	1.2%	10	0.8%	**2.1%**
Advanced Visual Comm.	801	1	0.1%	13	1.1%	11	0.9%	**2.1%**
Advanced English	511			24	2.0%			**2.0%**
	611					41	3.4%	**3.4%**
Environmental Studies	701	3	0.3%	10	0.8%	8	0.7%	**1.8%**
Academic English (Band)	421AB	19	1.6%					**1.6%**
(Math)	421AM	1	0.1%					**0.1%**

General Geography	431	14	1.2%	2	0.2%	1	0.1%	1.4%
	531			26	2.2%	7	0.6%	2.8%
	631			2	0.2%	11	0.9%	1.1%
Practical Social Studies	451	11	0.9%	4	0.3%			1.3%
	851					4	0.3%	0.3%
General History	431	11	0.9%	2	0.2%			1.1%
	531			2	0.2%			0.2%
	631			2	0.2%	19	1.6%	1.8%
Electricity & Electronics	705	4	0.3%	10	0.8%	6	0.5%	1.7%
Automotive Technology	801	1	0.1%	9	0.8%	5	0.4%	1.3%
Bible Studies	421	12	1.0%					1.0%
	521			12	1.0%			1.0%
	621					12	1.0%	1.0%
Jazz Studies	521X			4	0.3%	5	0.4%	0.8%
Construction Technology	801			2	0.2%	4	0.3%	0.5%
Workplace Dynamics	601					6	0.5%	0.5%
Electrical Wiring	704	1	0.1%	4	0.3%			0.4%
	804			1	0.1%	3	0.3%	0.3%
Native Studies	801					5	0.4%	0.4%
Distribution Edu. Marketing	801					5	0.4%	0.4%
Canadian Studies	401	4	0.3%					0.3%
Practical Math	451	3	0.3%					0.3%
	551			4	0.3%	1	0.1%	0.4%
	651					2	0.2%	0.2%
Special Needs Services	801					4	0.3%	0.3%
Furniture Design	801					3	0.3%	0.3%
Automotive Services	802					2	0.2%	0.2%
Information Tech. Comm.	401					2	0.2%	0.2%
Career Education & Guidance	400	1	0.1%	1	0.1%			0.2%
Fishery	701			1	0.1%	1	0.1%	0.2%
Office Procedures	601					1	0.1%	0.1%
Practical English	451	1	0.1%					0.1%
	551			2	0.2%	1		0.2%
	651					1	0.1%	0.1%
General Canadian Studies	431	1	0.1%					0.1%
Construction Woodworking	802			1	0.1%			0.1%
History (French)	421	180	15.1%					15.1%
	521			2	0.2%			0.2%
Law (French)	521	6	0.5%	109	9.1%	1	0.1%	9.7%
Social Studies (French)	621	6	0.5%	2	0.2%	52	4.4%	5.0%
Economics (French)	621					30	2.5%	2.5%

Francophone High School Course Selections Grade 10 through to 12:
(Total based on the 21 Francophone students who responded to the question)

		Grade 10		Grade 11		Grade 12		Total
Course Selection		#	%	#	%	#	%	%
Mathématiques	421	20	100.0%					100.0%
	521			20	100.0%			100.0%
	621					20	100.0%	100.0%
Français	421N	15	75.0%	4	20.0%			95.0%
	421M	3	15.0%	2	10.0%			25.0%
	521	3	15.0%	13	65.0%			80.0%
	621			1	5.0%	16	80.0%	85.0%
Éducation Physique	421	18	90.0%					90.0%
	821	1	5.0%	9	45.0%			50.0%
Histoire	421	18	90.0%					90.0%
	521			3	15.0%			15.0%
	621			1	5.0%	9	45.0%	50.0%
Anglais	421	17	85.0%					85.0%
	521	1	5.0%	14	70.0%	1	5.0%	80.0%
	621					17	85.0%	85.0%
Biologie	521			16	80.0%			80.0%
	621					16	80.0%	80.0%
Valeurs Humaines	621			11	55.0%	5	25.0%	80.0%
Sciences Intégrées	421	13	65.0%					65.0%
Chimie	521			9	45.0%	3	15.0%	60.0%
	621					13	65.0%	65.0%
Informatique	421	12	60.0%					60.0%
	621			2	10.0%	15	75.0%	85.0%
Physique	521			11	55.0%			55.0%
	621			1	5.0%	5	25.0%	30.0%
Individu En Société	621			2	10.0%	7	35.0%	45.0%
Musiques	421	5	25.0%					25.0%
Mathématiques Avancées	611					3	15.0%	15.0%
Comptabilité	621					3	15.0%	15.0%
Économie	621					3	15.0%	15.0%
Droit	421	2	10.0%					10.0%
	521	1	5.0%	8	40.0%			45.0%
Technologie et Carrières	801					2	10.0%	10.0%

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